DOCUMENT RESUME

ED 378 542 CS 011 961

AUTHOR	McCabe, Don
TITLE	English Spelling: The Simple, the Fancy, the Insane, the Tricky, and the Scrunched Up.
INSTITUTION	AVKO Educational Research Foundation, Clio, MI.
PUB DATE	90
NOTE	77p.; For an earlier edition, see ED 231 119.
AVAILABLE FROM	AVKO Educational Research Foundation, 3084 W. Willard Rd., Clio, MI 48420-7801 ($8.95).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Elementary Education; *English; Reading Difficulties; *Reading Improvement; *Reading Instruction; Research Needs; *Spelling Instruction; *Word Lists; Word Recognition
IDENTIFIERS	Spelling Growth; Word Families

ABSTRACT

Intended to help students overcome their reading and spelling difficulties, this booklet describes teaching reading and spelling using the notion of five types of English words and presents extensive word lists to teach each type of word. The five types of words discussed in the booklet are "simple" (words that follow regular phonic patterns), "fancy" (words that follow phonic patterns frequently from foreign languages), "insane" (words that follow no phonic patterns), "tricky" (words that can "trick" a reader or speller), and "scrunched up" (words deliberately misspelled). The booklet begins with a discussion of teaching these words using the "word family" approach, language experience charts, "fancy" flash cards, and teaching the higher level insane words. The booklet next presents suggested order for diagnosis and remediation (word lists) for each of the five types of words, survey tests, and advice on administering the survey tests. The booklet also includes survey tests for each of the five types of words. The booklet concludes with a brief description of preliminary findings, research hypotheses,and research design for studies on the validity of these tests. Definitions of each type of words are attached. (RS)

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ED 378 542

English Spelling:

The Simple, the FANCY, the INSaNe the TRICKY, and the *Scrunched Up*

by

Don McCabe

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English Spelling: The "Simple," the "Fancy," the "Insane," the "Tricky," and the "Scrunched Up"

by

Don McCabe
Research Director

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Questions Commonly Asked Concerning AVKO

What is AVKO?

AVKO is a non-profit tax-exempt membership organization.

What does AVKO stand for?

The name AVKO was coined from the four major ways our minds receive the information it processes:

A for **A**udio — We learn from what we hear.
V for **V**isual — we learn from what we see
K for **K**inesthetic — we learn as we involve our body's muscles
O for **O**ral — we learn as we speak and talk.

How long has AVKO been around?

AVKO was founded in 1974.

Where does AVKO receive its money to operate?

AVKO is subsidized by donations and grants.

Is AVKO a membership organization?

AVKO is open to membership to anyone interested in helping others learn to read and write.

Who runs AVKO?

AVKO is run by members from as far away as Hawaii and Quebec.

AVKO's daily operations are handled by volunteers.

What does AVKO plan to do with the money it makes from its publications?

AVKO plans to build and operate a model reading research center in a YEAR-AROUND **camp** setting that would economically and efficiently service the needs of dyslexics of all ages.

What does AVKO do that can benefit me professionally?

AVKO provides newsletters and economical opportunities to pursue individual research projects and to take part in large scale cooperative research projects that have immediate practical applications.

What are some of AVKO's goals?

AVKO hopes to spread the concept that parent and spouse tutoring in spelling/reading skills can be successfully taught in adult community education classes and that members of a problem reader's support group can greatly assist the efforts of any volunteer tutor working in the literacy movement.

How is AVKO trying to accomplish these goals?

AVKO is attempting to accomplish these goals primarily through the profits generated by the inservices, workshops and the sale of materials developed for the special needs of students, parents, and adults.

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TABLE OF CONTENTS:

English Spelling: The "Simple," the "Fancy," the "Insane," 4

- ❒ Language Experience Charts 5
- ❒ Sample Charts....10
- ❒ Fancy Flash Cards....12
- ❒ Teaching the Higher Level Insane Words....13

Suggested Order for Diagnosis & Remediation — Type #1: The Simple....16
Suggested Order for Diagnosis & Remediation — Type #2: The Fancy 24
Suggested Order for Diagnosis & Remediation — Type #3: The Insane 32
Suggested Order for Diagnosis & Remediation — Type #4: The Tricky....41
Suggested Order for Diagnosis & Remediation — Type #5: *Scrunched Up* 56

Survey Tests 62

Administering the Survey Tests 63

Survey Test on Type #1 ("SIMPLE") 64
Survey Test on Type #2 ("FANCY") 65
Survey Test on Type #3 ("INSANE") 66
Survey Test on Type #4 ("TRICKY") 67
Survey Test on Type #5 ("SCRUNCHED UP") 68

Preliminary Findings 69

Research Hypotheses 69

Research Design 70

Definitions of Terms 71

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English Spelling:

The "SIMPLE," the "FANCY,"

the "INSANE," the "TRICKY,"

and the "SCRUNCHED UP"

In helping students overcome either reading or spelling problems I have found that it helps to classify words as "SIMPLE," "FANCY," or "INSANE." Learning to read and spell would be an easier task if all the words in our language followed the simple patterns that are in words such as:

for, little, cat, feet,
bike, all, us, miss, boat.

Unfortunately, we have words of the "FANCY" variety such as:

unique, precious, special,
bureau, chef, fatigue, religious

that do not follow the simple patterns normally taught in the first few grades.

I prefer to begin the teaching (or remediation) of reading and spelling with the simple regular words that follow consistent patterns. From these I select a word I want to teach. Let's suppose it's the Dolch word *train*.

Rather than just teach the word *train* in isolation by sight methods or by sounding it out in single letter phoneme-grapheme correspondences, I teach *train* in conjunction with as many *-ain* words as are in their vocabulary -- or should be.

(See chart of -ain words below)

rain	rains	rained	raining	rainy
brain	brains	brained	braining	brainy
train	trains	trained	training	trainer
strain	strains	strained	straining	strainer
restrain	restrains	restrained	restraining	restraint
sprain	sprains	sprained	spraining	
grain	grains			
drain	drains			
gain	gains			
regain	regains	regained	regaining	
lain				
plain	plains			plainly
explain	explains	explained	explaining	

(These were selected from the *-ain* family on page 419 in *The Basic Patterns of English Spelling* [Birch Run, Mich.: AVKO Educational Research Foundation], 1988.)

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By teaching the "SIMPLE" words via a word family approach, other aspects of spelling and reading are being learned by my students without their being formally taught. For example, without realizing it, they are being drilled on initial consonants, consonant blends, consonant digraphs, vowel digraphs, prefixes, suffixes, as well as context and structural changes that affect meaning.

Again, using the word *train* as an example, I demonstrate to my students how the meaning of a word changes according to both context and structure as in the following word family in sentence context drill:

1. See the *train*.
2. See the bride's *train*.
3. See the bride *train* the groom.
4. I hope this little puppy has been *trained*.
5. How long has Mary been in *training* for the Olympics?

LANGUAGE EXPERIENCE CHARTS can also be used in conjunction with teaching words via the word family approach.For example, I give a word such as *brain* (Note: the word *brain* is **NOT** on the Dolch list, but it is in everybody's speaking vocabulary) and ask for a sentence from the class.

Little Tommy Schmartalec in the back of the room says, "If you had a brain, you'd be dangerous."

We laugh, and then everyone attempts to write the sentence. My policy is that each student must at least attempt to spell each word even if it's only the initial letter followed by squiggles. (See sample below.)

After the students have written their individual versions of the sentence, I write the correct spelling on the chalkboard while they correct their own errors.

SAMPLE STUDENT MISSPELLING: If you has bra you be dan

SAMPLE STUDENT CORRECTED SPELLING:

If you had a brain, you would be dangerous.

Note: In normal speech the word *would* is "SCRUNCHED UP" into "YOOD BE" which could be written as "*you'd be*" However, I don't teach contractions until the students know automatically what it is that they are "SCRUNCHING UP."

While I am teaching the "SIMPLE" words, expediency dictates that I teach the more commonly used "INSANE" words. But, I don't try to teach them all at one time. Instead, I slip them in, one at a time. In addition to the normal sight word methods of teaching a word like *does*, I use special flash cards that can be used by students working in pairs. One tests the other by lifting his card so that only he can read what is on his side.

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For example, Tommy looks at his card and sees "*duzz*" while Mary sees on the other side of the card the word "*does*."

1. Mary must read the word *does*.

2. Tommy, because he is learning the "SIMPLE" spellings, knows whether or not she read "duzz" correctly. Now it's his turn to correctly spell the word, whose correct spelling Mary has in front of her.

The rationale for giving a "fun NET tick" spelling for the word does is basically the same as that which Professor Downing uses to advocate his Initial Teaching Alphabet (ITA).

I believe that using "SIMPLE" "fun NET tick" spellings with quotation marks to indicate that the spellings are incorrect is at least ten shades more practical than using a completely artificial alphabet that is of no use after the initial reading stages are over.

Students who become proficient ("pro FISH unt") at reading the simple phonic patterns can easily handle the deliberate misspellings writers often use to illustrate dialect or just to inject a little humor.

Correct Spelling Side	**"fun NET tick" side**
does	"duzz"
is	"izz"
one	"wun"

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I also apply the same principles to PHRASE CARDS for flashing and for spelling.

Correct Spelling Side	"fun NET tick" side
Was that Jack?	"Wuzz" that Jack?
No, it was Jill.	No, it "wuzz" Jill.
Does Tom know him?	"Duzz" Tom "noh" him?
No, he doesn't.	No, he "duzzint"

As my students progress toward mastery over the "SIMPLE" and the more commonly used "INSANE" words, I begin introducing the concept that "FANCY" adult words have "FANCY" spellings.

This concept occurred to me as a result of working with Alfred N. I suspect that almost every teacher has had at least one student like Alfred. Alfred could spell the "SIMPLE" words. He knew his basic phonics. He could even read at grade level, but his misspellings were simply "*atroshus*," "*preshshuss*," or simply "*hill-airy-us*" depending upon your point of view.

Alfred always knew which words he had misspelled in sentences such as:

Apples are *delishuss*.
We used a *speshul teckneek* to wax cars.
Dockturs aren't *haff* as *nosie* as *sikiatrists*.

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Alfred also had the "*pee-kyool-yur*" ability of being able to score high on standardized spelling tests because he could "*yoo-zhoo-ully*" pick the correct spelling when given a "*mull-tuh-pull*" choice as in:

(a) preicous	(b) precuso	(c) precious	(d) percosi
(a) receive	(b) recieve	(c) receeve	(d) resieve
(b) specail	(b) special	(c) spreciai	(d) spceial

For quite a while I thought that the reason why Alfred would pick the correct response was because his personal "fun-net-tick" misspellings were never given as a choice. So, one day, I substituted one of his normal phonetic renditions for one of the incorrect spellings on every one of the test line items.

Would you believe it? Alfred rejected *ALL* his normal misspellings in favor of the correct spellings. When questioned about it, he said he could always recognize the right spelling when he saw it. It seems that Alfred had the ability to take tests that only demanded recognition recall.

Alfred knew the correct spelling when he saw it, but his power of visualization was too weak to help him when he was writing for himself.

The teacher Alfred had the year before told me that Alfred's problem was that he had had TOO MUCH PHONICS. I couldn't quite accept that premise, even though I have heard hundreds of other teachers and professors make such statements.

Then, it occurred to me that just as people can be **bi-lingual**, they could just as well be "**bi-phonic.**"

In fact, good readers are "naturally" bi-phonic without any special training just as many bi-lingual people are bi-lingual without any special training in one of the languages. For example, most good readers have been trained to respond automatically to the "SIMPLE" phonic patterns taught in most elementary school basal readers. However, these good readers WITHOUT special training have learned by themselves to respond automatically to the "FANCY" phonic patterns through THEIR OWN EXTENSIVE PERSONAL READING.

But not all students can learn without some formal instruction. Alfred was one who learned to read but not to spell these patterns without formal instruction.

eak and eek are examples of a "SIMPLE" pattern.
weak and week are examples of "SIMPLE" spellings.

I could toss in odd combinations of letters in front of *-eek* and *-eak* and Alfred could read the resulting jabberwocky such as:

The *pleak neek* started to *deek* a *feak*.

Alfred could read these jabberwocky words in or out of context provided they contained only "SIMPLE" patterns. However, he could not read such jabberwocky words as I have actually found in advertising as:

sizzl-icious **Jocque Shoppe** **feminique**

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He could read words such as *delicious* but not "*sizzl-icious*. "He could read his friend's name *LaRocque* but not the sign that said "*Jocque Shoppe*. He could read the word *unique* but not "*feminique*."

We educators have no problem with the "FANCY" *-ique* pattern in words such as:

unique
technique
pique
antique
oblique
mystique
Angelique
Martenique

Somewhere along the line, we acquired the ability to decode and encode phonic patterns such as *-ique* which had never been formally taught to us. We learned these on our own probably because we were avid readers and probably because we also had parents who could read and could correct us if we happened to read the word *chic* as "*chick*" instead of as "*sheek*."

These patterns I arbitrarily have labeled as secondary phonic patterns when I write for scholars in their "scholarly" journals and as "FANCY" patterns when I write for people who actively are engaged in teaching real students with real problems.

As Alfred knew only the primary (or "SIMPLE") phonic patterns, I decided that in order to teach him I ought to emulate the bi-lingual teachers and teach him his second language ("FANCY" patterns) through his first ("SIMPLE.")

To help Alfred (and others who shared his problem to different extents), I began to formulate some very simple rules.

RULE #1. SIMPLE* words have SIMPLE spellings.
RULE #2. FANCY words have FANCY spellings.
RULE #3. When in doubt as to the spelling of a word, try the SIMPLE spelling. If it looks "funny," substitute one or more of the FANCY" spellings for certain common sounds in the words.

To teach Alfred and my other students these rules and their practical applications, I devised a series of charts that I could refer to.I made no special attempt to get my students to memorize them or to even make them think that they had to learn them for a test.

But learn the rules they did. Mostly by osmosis.

(See following pages for example charts)

---

* Generally speaking, "Simple" Words are those whose *base* has just one syllable. Examples of "Simple" words are: *ship*, *ship*ping, *ship*per, *ship*ment. Examples of "Fancy" words: *caution*, pre*caution*s, *special*, *special*ties.

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CHART #1

SOUND /us/

SIMPLE SPELLING	FANCY SPELLING
us, uss	**ous**
EXAMPLES:	**EXAMPLES:**
us	nervous
bus	generous
Gus	famous
thus	marvelous
plus	tremendous
	humorous
muss	glamorous
fuss	dangerous
Russ	ridiculous
cuss	numerous
discuss	perilous

CHART #2

SOUND /sh/

SIMPLE SPELLING	FANCY SPELLINGS		
	sh = ci, (and several others)		
EXAMPLES:	**EXAMPLES:**		
	shus=cious	shull=cial	shunt=cient
fish	precious	official	sufficient
wish	delicious	racial	efficient
dish	luscious	special	proficient
swish	vicious	commercial	deficient
Trish	suspicious	crucial	inefficient
	gracious	social	
	spacious	artificial	

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CHART #3

SOUND /un/

SIMPLE SPELLING	FANCY SPELLING	
un	on	
EXAMPLES:	EXAMPLES:	
fun	London	arson
bun	button	parson
gun	apron	Carson
sun	pardon	Larson
run	common	Orson
	won	Samson
	person	carton
	vixon	Burton
	Nixon	Parton
	cotton	Hampton
	mutton	Carlton

CHART #4

SOUND /yun/

SIMPLE SPELLING	FANCY SPELLINGS
"yun"	ion
EXAMPLES:	EXAMPLES:
Not a single word in the English Language has the "yun" sound spelled -yun.	million
	billion
	trillion
	stallion
	onion
	union
	reunion
	companion
	rebellion

As you can guess, I have a drawer chuck full of charts.I use them to teach many words--not just an isolated rule and one isolated example or two.Just as I use my handy dandy *AVKO THE BASIC PATTERNS OF ENGLISH SPELLING* to teach as many of the simple -ain words as possible when I teach the Dolch word *train*, I use this book to find and teach as many fancy words as possible that follow the same particular "FANCY" spelling.

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For example, to teach the ge digraph I first demonstrate the "SIMPLE" /j/ as illustrated by:

SIMPLE /j/= j	FANCY /j/ = ge
Jack	George

Then I review the "SIMPLE" *-age, -adge, -edge, -idge, -arge, -urge,* and *-orge* families which contain the *ge* digraph even though it didn't have to be taught that way earlier.

Then I quickly review the "FANCY" ways of spelling the /un/ sound and the /us/ sound so that it really makes sense that the "FANCY" sounds of /jus/ and /jun/ are spelled -geous and -geon as in:

SIMPLE /jus/	FANCY /jus/ -geous or-gious	
No words in the English Language use jus or juss to spell the sound /jus/.	gorgeous courageous advantageous	religious contagious prodigious

SIMPLE /jun/	FANCY /jun/ = geon	
No words in the English Language use jun or junn to spell the sound /jun/.	surgeon dungeon pigeon sturgeon curmudgeon	region legion religion

SMALL DIGRESSION

There are *many* good techniques for teaching reading and spelling. I would like to think that you know and use most them, just as I do -- from the simple but effective hooking of students on books *a la* Dan Fadar to Ken Goodman's psycholinguistics. So, just because I don't mention your favorite techniques and materials doesn't mean that I don't use them. It's just that I don't want to bore you with what you already know and use.

FANCY FLASHCARDS

I do have my own special set of flash cards on which I have their "FANCY" but correct spelling on one side and the "SIMPLE" but incorrect spelling in quotation marks on the other. Again, just like the cards for the "INSANE" words, one student can be tested for his reading while the other is tested on her spelling.

precious	"presh shus"

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special	"spesh shull"

TEACHING THE HIGHER LEVEL "INSANE" WORDS

I feel strongly that no student (not even the gifted!) should have to take classes in French just so he can order a quiche ("keesh") -- and even that is no ironclad guarantee. I took two years of college French and although I learned to translate "My aunt's pen is on the desk" I did NOT learn how to read a regular menu with ease.

I also feel that no student should have to take Italian just so he can recognize the word *ciao* ("chow") and *Opici* ("oh peachy"). Nor should he have to take German so he can recognize *auf wiedersehen* ("oh VEE der Zane"), Yiddish to recognize *chutzpah* ("k-h-h-h-huuts puh"), Spanish to know that *Jose* ("HO ZAY") isn't a misspelling of *Josie*, Latin to understand *tempus fugit*, Greek to understand *alpha* ("Al Fuh") and *omega* ("oh MAY guh"), and Russian to know the letters *CCCP* on the jerseys of the Russian athletes represent *SSSR* (or USSR) because their alphabet is Cyrillic and not Roman.

So, in my classes I also teach words that come from the REAL ADULT WORLD of reading (newspapers, catalogues, menus, business forms, billboards, advertisements, names, headlines, cartoons, etc.) On the wall above the chalkboard I hang the signs:

Adult vocabulary is not: See Spot run.

Let's learn to read and spell ADULT words.

Once a day I introduce a new, slightly "INSANE" adult word.One day it might be filet mignon ("Phil LAY mean Yoan") which would also be taught and reviewed as an example of such "FANCY" patterns as:

"FANCY" Pattern Sample Words

i=LONG E	Mimi, fiance, filet mignon
e=LONG A	fiance, debut, filet mignon
et=LONG A	buffet, valet, filet mignon
g=null	align, impugn, filet mignon

The next day I might introduce any one (AND ONLY ONE) of the following words:

adieu	("uh dYOO")
cache	("cash")
chamois	("shammy")
coup	("coo")
cliche	("klee SHAY")
crepe	("crape")

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jai alai	("high lie")
Jesus Garcia	("Hey ZEUS Gar SEE yuh")
lasagna	(luh ZAHN yuh").

I don't spend a great deal of time on each new word. It's NOT the length of time spent on learning a word that counts. It's the number of times. So I give a quick definition and then flash the word several times. Only, I don't use a normal flash card. I use a large card on which I have pasted the page from a newspaper, magazine, catalogue, menu, etc. on which the word occurs in big bold print. The word is then highlighted in yellow so it stands out from the rest of the words but is still in an actual ADULT CONTEXT.

At the end of the hour I always (or almost always) have a quick word identification drill of all the "INSANE" words we have been adding to our list day by day. I choose the end of the hour because my classes are individualized during the bulk of the class hour. I use structured drills for the first five minutes (*AVKO Sequential Spelling*) to help build self confidence in handling "SIMPLE" patterns and to create a structured environment. My students know that they must have their books open and ready to write the moment the bell rings. After that, they have individual assignments as I work individually with students. Then, to prevent chaos ("Kay OSS") when the bell rings with everybody stampeding out of the room with materials scattered hither and yon, I have my students put away their work neatly about five minutes BEFORE the bell. *Then*, I work on the "INSANE" words.

If any student can correctly call 15 words in succession, I give him an award. One year, as an experiment at the Alternative Junior High in Flint, Michigan, I used quarters from a special incentive fund provided by the AVKO Foundation as awards. The first student who could find the newly assigned "INSANE" word in any adult reading material EXCEPT reference works such as dictionaries, encyclopedias, etc., received a similar award -- in this case, $1.00.

TEACHING THE "TRICKY" WORDS

The "TRICKY" Words are simply those homonyms that "trick" students such as *bare/bear, see/sea, deer/dear, accept/except*, etc. To teach these words I developed student self-corrected exercises in which I dictated sentences using the words. In the process of developing a list of words to use, I found well over a thousand word groupings that can "TRICK" people. It is this list that became the core for the exercises called oddly enough, The "TRICKY" Words and which is now available from the AVKO Foundation.

TEACHING THE "SCRUNCHED UP" WORDS

Because when we write, we in effect are dictating to ourselves in our normal speech, I try to dictate sentences in the same normal sloppy manner so that my students get good practice in converting the normal "scrunched up" speech into correct spelling. For example:

(See Chart on following page)

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We say:	But we should spell:
hafta	have to
sposta	supposed to
should of	should have
Jeet jet	Did you eat yet?
Node Jew	No, did you?
Whudja git	What did you get?
usta	used to

I used quick one or two sentences dictated daily in which the students thought they were being tested on specific words, such as the "TRICKY" accept/except but because they had to correct their spellings, the students soon learned to insert automatically the "SCRUNCHED UP" words as in: *"Thair never gonna axsept ol' Tom."* should be written: *They're never going to accept old Tom.*

The direct result of using this five pronged approach to reading and spelling at the Flint Alternative Junior High School (a school for students with severe behavioral problems) resulted in spectacular gains for almost all the students. The average gain in one semester was 2.0 grade levels.

It is doubtful whether or not it can be scientifically established that the causative agent for the gains was any *one* of the many types of materials or any one of the techniques as so many different materials and techniques were being used during the course of any one hour of reading instruction.

I believe that I am able to get such good results because I use the "SIMPLE, FANCY, INSANE, TRICKY, and SCRUNCHED UP" approach in much the same way as nutritionists use vitamin supplements and farmers use fertilizer. I use the approach to supplement--not to supplant normal procedures.

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SUGGESTED ORDER

FOR DIAGNOSIS & REMEDIATION

OF TYPE #1 WORDS:

THE "SIMPLE"

The following lists of "SIMPLE" words, those that follow regular phonic patterns traditionally taught in most basal readers, can be used in many different ways. With younger students they can be used to check their ability at recognizing words. Those words which a student doesn't know can be taught to him through other words having similar patterns.

Some older students may resist this particular technique because the words seem to be so "small" and so "simple." A method we have used successfully with the older students is to teach word recognition through the back door of spelling. In our culture there is a strong stigma attached to being unable to read "little" words--however, since even school superintendents occasionally "boast" about how poor spellers they are, there isn't the stigma.

So, we find one or two words an older student can't spell and teach the spelling of those words AND those words that have similar patterns.

The **page numbers** after the words represent the page numbers in *The Basic Patterns of English Spelling* in which a complete list of words having that pattern can be found.

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LEVEL A Group 1	Phonic Pattern	Page
scat	at	131
batter	atter	637-8
flattery	attery	723-4
rags	ags	111
bragging	agging	111
plan	an	121
canning	anning	121
bigger	igger	633
twig	ig	113
digging	igging	113
LEVEL A Group 2		
tripping	ipping	128
strips	ips	128
drugs	ugs	115
plugged	ugged	115
jobs	obs	104
hobby	obby	701
robbed	obbed	104
spotting	otting	134
dotted	otted	134
cots	ots	134
LEVEL A Group 3		
skidded	idded	108
kidding	idding	108
skinny	inny	704
Danny	anny	704
dinner	inner	635
spinning	inning	123
kissed	issed	158
missing	issing	158
dope	ope	342
groping	oping	342
LEVEL A Group 4		
drops	ops	129
mopping	opping	129
slopped	opped	129
twice	ice	344
pricing	icing	344+
sliced	iced	344+
skills	ills	148+
stalled	alled	146-7
recalling	alling	146-7
spilled	illed	148

LEVEL A Group 5	Phonic Pattern	Page
trapped	apped	126
snapping	apping	126
grabbed	abbed	101
crabby	abby	701
stabbing	abbing	101
matches	atches	201
scratched	atched	201
tracked	acked	223
unpacking	acking	223
slacks	acks	223
LEVEL A Group 6		
tackle	ackle	604
jackets	ackets	684
buttered	uttered	637
stuttering	uttering	637
humming	umming	120
summer	ummer	635
hammered	ammered	635
slamming	amming	116
rams	ams	116
picket	icket	684
LEVEL A Group 7		
itches	itches	203
pitched	itched	203
hitching	itching	203
scrambled	ambled	606
stumbles	umbles	606
mumbling	umbling	606
crutches	utches	205
tickled	ickled	606
suds	uds	110
muddy	uddy	701
LEVEL A Group 8		
riddle	iddle	601
saddled	addled	601
classes	asses	156
dressed	essed	157
expressing	essing	157
struggles	uggles	602
battled	attled	604
settle	ettle	603
passing	assing	156
giggling	iggling	602

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LEVEL B Group 1	Phonic Pattern	Page
stuffed	uffed	145
bluffing	uffing	145
cliffs	iffs	143
scuffed	uffed	145
bells	ells	149
jelling	elling	149
stopping	opping	129
popped	opped	129
stepping	epping	127
smelled	elled	149

LEVEL B Group 2		
puzzles	uzzles	604
dazzling	azzling	604
sizzled	izzled	604
nozzles	ozzles	604
embezzled	ezzled	604
stays	ays	301
delaying	aying	301
praying	aying	301
played	ayed	301
strayed	ayed	301

LEVEL B Group 3		
cool	ool	414
stools	ools	414
fooling	ooling	414
wheels	eels	412
Greek	eek	409
spoons	oons	422
cartoons	oons	422
supper	upper	636
slippers	ippers	636
shoppers	oppers	636

LEVEL B Group 4		
about	out	431
pouting	outing	431
gunning	unning	125
thunder	under	641-2
fenders	enders	641-2
shuffle	uffle	602
mufflers	ufflers	602
raffled	affled	602
admitted	itted	133
permit	it	133

LEVEL B Group 5		
discussing	ussing	160
possessed	essed	157
confessing	essing	157
hiring	iring	525
inspiring	iring	525
retired	ired	525
smoking	oking	329
provoked	oked	329
looked	ooked	409
cooking	ooking	409

LEVEL B Group 6		
chewed	ewed	316
renewed	ewed	316
brutes	utes	358
flutes	utes	358
computing	uting	358
voting	oting	358
quoted	oted	358
throw	ow	310
glowing	owing	310
slower	ower	310

LEVEL B Group 7		
stretching	etching	202
sketched	etched	202
left	eft	232
drafted	afted	232
drifting	ifting	232
tramps	amps	269
shrimp	imp	270
thumping	umping	270
pampering	ampering	264
rafters	afters	649

LEVEL B Group 8		
examples	amples	606
simple	imple	606
crumpled	umpled	606
tempted	empted	269
temple	emple	606
saddening	addening	859
paddling	addling	601
buckets	uckets	684
picketing	icketing	684
pocketed	ocketed	684

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LEVEL C Group 1	Phonic Pattern	Page
taxes	axes	265
index	ex	266
mixed	ixed	267
coaxing	oaxing	268
upsetting	etting	132
regrets	ets	132
swimmers	immers	118
stems	em	117
calm	alm	119/246
palmed	almed	119/246

LEVEL C Group 2		
romping	omping	269
accomplish	omp	269/210
branches	anches	206
trenches	enches	206
pinches	inches	206
punching	unching	207
launching	aunching	207
demanding	anding	227
stranded	anded	227
understands	ands	227

LEVEL C Group 3		
responding	onding	230
brandy	andy	741
kindling	indling	607
bundles	undles	607
belonged	onged	219
strongly	ongly	219
lungs	ungs	219
stringing	inging	218
dwindled	indled	607
handles	andles	607

LEVEL C Group 4		
tangled	angled	605
singled	ingled	604
angry	angry	752
cranking	anking	220
ankles	ankles	605
sprinkling	inkling	605
advances	ances	257
convincing	incing	257
granted	anted	249
grunting	unting	249

LEVEL C Group 5		
squinting	inting	251
splinters	inters	651
centering	entering	651
shredding	edding	107
sodded	odded	109
splashing	ashing	209
crashed	ashed	209
blushed	ushed	211
finishing	ishing	210
refreshing	eshing	209

LEVEL C Group 6		
masking	asking	271
baskets	askets	684
risky	isky	745
blasting	asting	233
suggesting	esting	234
interested	ested	234
consisting	isting	235
pesters	esters	652-3
blisters	isters	652-3
plastered	astered	652-3

LEVEL C Group 7		
plastic	astic	815
rustlers	ustlers	609
whistling	istling	609
fantastic	astic	815
cloth	oth	275
paths	aths	275
clever	ever	669
travels	avels	626
shrivel	ivel	626
south	outh	277

LEVEL C Group 8		
shoving	oving	325
uncovered	overed	669-70
deliveries	iveries	724
buzzer	uzzer	638
whispering	ispering	649
gasping	asping	273
adapted	apted	238
except	ept	238
abrupt	upt	239
adopting	opt	239

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LEVEL D
Group 1

protecting	ecting	224
neglected	ected	224
objecting	ecting	224
plenty	enty	755
stables	ables	610
cables	ables	610
braided	aided	401
unaided	aided	401
suspected	ected	224
infected	ected	224

LEVEL D
Group 2

	Phonic Pattern	**Page**
misleading	eading	402
avoided	oided	403
unloaded	oaded	403
crusading	ading	321
preceding	eding	321
safety	afety	324/729
trifles	ifles	612
wages	ages	327
obliging	iging	366
staging	aging	327

LEVEL D
Group 3

pledged	edged	212
smudges	udges	212
cartridges	idges	212
shaking	aking	328
striking	iking	329
mistaken	aken	328/859-60
broken	oken	329/859-60
trailing	ailing	411
inhaling	aling	330
mailed	ailed	411

LEVEL D
Group 4

ashamed	amed	332
flaming	aming	332
timing	iming	333
claiming	aiming	417
screaming	eaming	418
strained	ained	419
cleaning	eaning	420
loaning	oaning	421
airplane	ane	335
sprained	ained	419

LEVEL D
Group 5

third	ird	514
hurdles	urdles	608
curdled	urdled	608
earlier	earlier	533/749
finally	inally	821
cradle	adle	611
noodles	oodles	611
excaping	aping	341
tapering	apering	665
piping	iping	341

LEVEL D
Group 6

staples	aples	612
grappling	appling	602
repaired	aired	530
smearing	earing	531
swearing	earing	530
preparing	aring	523
sharing	aring	523
carrying	arrying	704
carriage	arriage	704
cherries	erries	706

LEVEL D
Group 7

	Phonic Pattern	**Page**
imaginary	ary	720-22
temporary	ary	720-22
necessary	ary	720-22
secretaries	aries	720-22
fairies	airies	722
wallets	allets	684
reducing	ucing	345
erasing	asing	343
supposed to	osed	364
closed up	osed	364

LEVEL D
Group 8

flustered	ustered	652-3
defrosting	osting	235
adjusting	usting	652-3
wasting	asting	343
grateful	ateful	347/154
ratings	atings	347
related	ated	347
waiters	aiters	426
baited	aited	426
straight	aight	426

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LEVEL E Group 1		
proudly	oud	403
applauded	auded	401
howling	owl	415
crawlers	awlers	663
scrawling	awling	416
denying	ying	307
replied	ied	307
denial	ial	825
frowning	owning	421
yawning	awning	423

LEVEL E Group 2		
serving	erving	513
observes	erves	513
deserving	erving	513
permitted	itted	133
committing	itting	133
lather	ather	646
chow	ow	318
coward	ard	506-7
crowded	owded	403
powdering	owder	659

LEVEL E Group 3		
cheaters	eaters	667
treating	eating	427
weights	eights	426
freighters	eighters	668
brought	ought	430
beneath	eath	278
shaving	aving	324
behaved	aved	324
faith	aith	278
savings	avings	324

LEVEL E Group 4	Phonic Pattern	Page
arriving	iving	325
revival	ival	827
favorite	avorite	357
clover	over	670
appraise	aise	434
noises	oise	436
diseases	eases	435
laziness	aziness	738
poison	oison	833
sauce	auce	433

LEVEL E Group 5		
surrounded	ounded	231
dependable	endable	229/613
reminder	inder	642
thundering	under	641-2
friendly	iendly	229
zeroes	oes	309
bulging	ulging	367
impulse	ulse	264
accounting	ounting	252
haunted	aunted	249

LEVEL E Group 6		
believes	ieves	406
receiving	ceiving	439
weaving	eaving	439
sleeves	eeves	439
weird	eird	511
belief	ief	406
pierced	ierced	534
niece	iece	432
weighs	eighs	302
thief	ief	406

LEVEL E Group 7		
appointment	oint	253/866
complaints	aints	253
bouncing	ouncing	257
blouse	ouse	433
showers	owers	532/671
devour	our	532
grouching	ouching	437
bleached	eached	437
approaching	oaching	437
crouches	ouches	437

LEVEL E Group 8		
swallowing	allow	310
shallow	allow	310
scalpel	alpel	246/625
gulped	ulped	246
pulp	ulp	246
involved	olved	380
solving	olving	380
inventing	enting	250
preventing	enting	250
renting	enting	250

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LEVEL F Group 1	Phonic Pattern	Page
compiling	iling	330
ruling	uling	330
consoling	oling	331
whining	ining	337
design	signs	419
shocked	ocked	216
trucking	ucking	216
tricky	icky	215/744
dunking	unking	222
shrinking	inking	221

LEVEL F Group 2		
variety	iety	729
anxiety	iety	729
reality	ality	731-33
stability	ility	733-34
reliability	ility	735
uniformity	ormity	735
utilities	ilities	734
possibilities	ilities	734
visibility	ility	734
responsible	ible	621-23

LEVEL F Group 3		
happiness	iness	705
charred	arred	501
occurring	urring	520
preferred	erred	511
disturbed	urbed	520
urban	urban	520/852-6
starched	arched	505
arches	arches	505
porches	orches	516
churches	urches	520

LEVEL F Group 4		
community	unity	735
vicinity	inity	735
humanity	anity	735
trousers	ousers	666
applause	ause	436
excusing	using	364
child abuse	use	345
threats	eats	427
threading	eading	280/402
heavenly	eavenly	858

LEVEL F Group 5	Phonic Pattern	Page
guarding	arding	505
afford	ord	516
horded	orded	516
bordering	order	655
scarf	arf	507
gargling	argling	608
charging	arging	508
splurged	urged	514
emergency	ergency	739-40
forgery	orgery	723

LEVEL F Group 6		
sickening	icken	859/60
tickling	ick	606
checkers	eckers	647
freckles	eckles	604
chuckles	uckles	604
snickering	icker	647
squelching	elching	208
bulky	ulky	245
scalding	alding	240
unfolding	olding	241

LEVEL F Group 7		
remarks	arks	508
sparkling	arkling	608
uncorks	orks	517
shirked	irked	514
perked	erked	138/512
snarling	arling	508
swirling	irling	514
remarkable	arkable	508/613
pearls	earls	533
unfurling	urling	521

LEVEL F Group 8		
filming	ilming	246
golfer	olfers	243
expels	els	148/624
dispelled	elled	148/624
wealthy	ealthy	280/744
filthy	ilthy	280/744
vaults	aults	247
stilts	ilts	247
consulted	ulted	247
sheltered	eltered	247/650

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Sample Page from The Basic Patterns of English Spelling

IM HIM ("HIM) /him/ FAMILY

him				himself	
***hymn**					hymnal
slim	slims	slimmed	slimming		
rim	rims	rimmed	rimming		
trim	trims	trimmed	trimming		
brims	brims	brimmed	brimming		
grim					
prim					
dim	dims	dimmed	dimming		
swim	swims	swam/swum	**swimming**		
Tim	Tim's			Timothy	
victim	victims				
Jim	Jim's gym				
gym	gyms			gymnast	gymnastics
shim	shims	shimmed	shimming		
skim	skims	skimmed	skimming		
Kim	Kim's whim				
vim					
whim	whims				
limb	limb s				

See p. 829 for IM PILGRIM Family

Difficulty Levels on scale of 1.00 to 21.00: dim 6.15, swimming 8.45

DOLCH WORD: him

SPELLING DEMONS: swimming victim whim

HOMOPHONES: him/hymn Jim/gym

RELATED FAMILIES:

-AM	SAM	p. 116
-EM	GEM	p. 117
-IM	JIM	p. 118
-OM	TOM	p. 119
-UM	RUM	p. 120

Other Related Families:

-mmer, p. 635	hammer	-emmer	dimmer	-ommer	summer
-mmel, p. 625	Trammel	-emmel	Himmel	Rommel	Hummel
-mmy, p. 704	Tammy	Emmy	Jimmy	Tommy	tummy
-mble, p. 606	scramble	tremble	nimble	-omble	humble

OTHER RELATED WORDS: hymnal gymnasium gymnast gymnastics

SUGGESTED ORDER OF DIAGNOSIS & REMEDIATION OF TYPE #2 WORDS: THE "FANCY"

The following lists of "FANCY" words follow phonic patterns frequently from foreign languages and are rarely, if ever, systematically taught in most basal readers. These lists can be used in many different ways. With younger students they can be used to check their ability at recognizing words. Those words which a student doesn't know can be taught to him through other words having similar patterns.

Some older students may resist this particular technique because the words seem to be so "common" and so "simple." A method we have used successfully with the older students is to teach word recognition through the back door of spelling. In our culture there is a strong stigma attached to being unable to read "common" words--however, since even school superintendents occasionally "boast" about how poor spellers they are, there isn't the stigma.

So, we find one or two words an older student can't spell and teach the spelling of those words AND those words that have similar patterns.

Page Numbers

The page numbers after the words represent the page numbers in *The Basic Patterns of English Spelling* in which a complete list of words having that pattern can be found. The numbers in the first column refer to the latest edition of *The Basic Patterns of English Spelling*. The first digit indicates the Volume the page can be found. For example, page 632 will be found in Volume 6. The second column of numbers represent the pages in the pre-1988 editions. Also, *Word Families in Sentence Context* follows the same page numbering as the old editions. This way it can be used for practice in gaining fluency by reading words of that pattern as they naturally occur in sentences that follow the patterns of speech.

Explanation of Charts that follow Using the 1st Chart as Sample

LEVEL A (AVKO's arbitrary arrangement from A-F)
Group 1

London	on=un	832-33	an=un
apron	on=un	832-33	an=un
pardon	on=un	832-33	an=un
person	on=un	832-33	on=un
opinion	on=yun	837	ior=yur
onions	ion=yun	837	ior=yur
unions	ion=yun	837	ior=yur/ian=yun Inv Y
savior	ior=yur	676	ion=yun
junior	ior=yur	676	ion=yun
civilian	ian=yun	853	ion=yun

Explanat on of line beginning *unions*: Major problem area is the pattern *ion* which is pronounced "yun". Additional Words with the same phonic pattern may be found on page 837 (Volume 8 in *The New The Basic Patterns of English Spelling*. Similar patterns are the ior (as in junior) that is pronounced "yur" and the *ian* pattern which is pronounced "yun." An additional problem in the word unions is the fact that it has an Invisible Y. The words *youth* and *you* start with a *y* sound as well as the letter *y*. Where is the *y* in *union*? It's there, but it's "invisible." We don't want to pronounce those letters "un" as we do in *un*able, *un*track, *un*do, etc.

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LEVEL A Group 1	Pattern	Page
London	on=un	832-33
apron	on=un	832-33
pardon	on=un	832-33
person	on=un	832-33
opinion	ion=yun	837
onions	ion=yun	837
unions	ion=yun	837
savior	ior=yur	676
junior	ior=yur	676
civilian	ian=yun	853

LEVEL A Group 2		
nervous	ous=us	967
humorous	ous=us	967
dangerous	ous=us	967
generous	ous=us	967
famous	ous=us	967
ridiculous	ous=us	967
marvelous	ous=us	967
frivolous	ous=us	967
glamorous	ous=us	967
perilous	ous=us	967

LEVEL A Group 3		
precious	cious=shus	913
gracious	cious=shus	913
spacious	cious=shus	913
suspicious	cious=shus	913
delicious	cious=shus	913
malicious	cious=shus	913
vicious	cious=shus	913
luscious	cious=shus	913
ferocious	cious=shus	913
atrocious	cious=shus	913

LEVEL A Group 4		
precautions	ti=sh	914
cautiously	ous=us	870-1
ambition	on=on	847
ambitious	tious=shus	870-1
nutrition	tion=shun	847
nutritious	tious=shus	870-1
fiction	tion=shun	850
fictitious	tious=shus	870-1
superstition	tion=shun	847
superstitious	tious=shus	870-1

LEVEL A Group 5	Pattern	Page
missions	ssi=sh	834
permission	on=un	834
transmission	ssion=shun	834
commissions	ssion=shun	834
sessions	ssion=shun	834
possession	ssion=shun	834
expression	ssion=shun	834
discussion	ssion=shun	834
compassion	ssion=shun	834
confession	ssion=shun	834

LEVEL A Group 6		
personal	al=ul	817-27
musical	al=ul	817-27
electrical	al=ul	817-27
skeptical	al=ul	817-27
magical	al=ul	817-27
metrical	al=ul	817-27
geometrical	al=ul	817-27
material	ial=ee ul	817-27
critical	al=ul	817-27
political	al=ul	817-27

LEVEL A Group 7		
racial	ci=sh	912
special	al=ul	912
crucial	cial=shul	912
social	cial=shul	912
official	cial=shul	912
artificial	cial=shul	912
commercial	cial=shul	912
unofficial	cial=shul	912
superficial	cial=shul	912
specialties	cial=shul	912

LEVEL A Group 8		
partial	ti=sh	914
initial	al=ul	914
essential	tial=shul	914
confidential	tial=shul	914
residential	tial=shul	914
presidential	tial=shul	914
potential	tial=shu	914
influential	tial=shul	914
substantial	tial=shul	914
impartial	tial=shul	914

LEVEL B Group 1	Pattern	Page
George	ge=j	920
surgeon	on=un	920
pigeon	geon=jun	920
dungeon	geon=jun	920
gorgeous	ge=j	920
courageous	ous=us	920
advantageous	geous=jus	920
sergeant	ge=j	920
pageant	ant=unt	920
outrageous	geous=jus	920

LEVEL B Group 2	Pattern	Page
religious	gi=j	920
prestigious	ous=us	920
sacrilegious	gious=jus	920
contagious	gious=jus	920
prodigious	gious=jus	920
prestige	ige=eezh	919
garage	age=ahzh	919
collage	age=ahzh	919
mirage	age=ahzh	919
sabotage	age=ahzh	919

LEVEL B Group 3	Pattern	Page
guild	gu=g	921
guise	gu=g	921
guitar	gu=g	921
fatigue	igue=eeg	921
intrigue	igue=eeg	921
morgue	orgue=org	921
vogue	ogue=oag	921
vaguely	ague=aig	921
league	gue=g	921
plague	gue=g	921

LEVEL B Group 4	Pattern	Page
butte	INVISIBLE Y	961
circular	INVISIBLE Y	961
community	INVISIBLE Y	961
curiosity	INVISIBLE Y	961
Euclid	INVISIBLE Y	961
feud	INVISIBLE Y	961
huge	INVISIBLE Y	961
immune	INVISIBLE Y	961
mucous	INVISIBLE Y	961
peculiar	INVISIBLE Y	961

LEVEL B Group 5	Pattern	Page
creature	t=ch	923
adventure	ure=ur	923
rupture	ture=chur	923
fractured	ture=chur	923
spiritual	t=ch	923
punctual	al=ul	923
eventually	tu=choo	923
literature	ture=chur	923
culture	ture=chur	923
future	ture=chur	923

LEVEL B Group 6	Pattern	Page
chute	ch=sh	909
chef	ch=sh	909
cache	ch=sh	909
Chicago	ch=sh	909
champagne	ch=sh	909
mustache	ch=sh	909
chevrons	ch=sh	909
charades	ch=sh	909
charlatan	ch=sh	909
creche	ch=sh	909

LEVEL B Group 7	Pattern	Page
phonograph	ph=f	957
photograph	ph=f	957
prophet	ph=f	957
photography	ph=f	957
sphere	ph=f	957
atmosphere	ph=f	957
phantom	ph=f	957
nephew	ph=f	957
phases	ph=f	957
emphatic	ph=f	957

LEVEL B Group 8	Pattern	Page
assignment	silent g	959
cologne	silent g	959
phlegm	silent g	959
foreign	silent g	959
arraignment	silent g	959
champagne	silent g	959
alignment	silent g	959
maligned	silent g	959
benign	silent g	959
reign	silent g	959

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LEVEL B Group 9	Pattern	Page
lambs	silent b	959
combed	silent b	959
thumbed	silent b	959
plumber	silent b	959
bombing	silent b	959
dumb	silent b	959
debts	silent b	959
subtle	silent b	959
subpoena	silent b	959
tombstone	silent b	959

LEVEL C Group 1		
ghosts	Silent h	959
aghast	Silent h	959
ghetto	Silent h	959
spaghetti	Silent h	959
rheumatism	Silent h	959
khaki	Silent h	959
ghoulish	Silent h	959
wharf	Silent h	959
yachts	Silent h	959
Ghana	Silent h	959

LEVEL C Group 2		
crystal	y=short i	953
symbolism	y=short i	953
hypnotist	y=short i	953
lynching	y=short i	953
typically	y=short i	953
pyramids	y=short i	953
pygmies	y=short i	953
symptoms	y=short i	953
syrup	y=short i	953
systematic	y=short i	953

LEVEL C Group 3		
cycles	y=long i	956
cyclones	y=long i	956
analyzing	y=long i	956
paralyzed	y=long i	956
dynamic	y=long i	956
stylishly	y=long i	956
pythons	y=long i	956
Bryant	y=long i	956
nylons	y=long i	956
hydrants	y=long i	956

LEVEL C Group 4		
ravioli	i=long e	946
Houdini	i=long e	946
confetti	i=long e	946
pizza	i=long e	946
fatigue	i=long e	946
motif	i=long e	946
intrigue	i=long e	946
alias	i=long e	946
period	i=long e	946
fiesta	i=long e	946

LEVEL C Group 5		
grotesque	qu=k	901
plaque	qu=k	901
masquerade	qu=k	901
Albuquerque	qu=k	901
physique	qu=k	901
antiques	qu=k	901
mosque	qu=k	901
cheques	qu=k	901
turquoise	qu=k	901
Basque	qu=k	901

LEVEL C Group 6		
aches	ch=k	905
Michael	ch=k	905
technique	ch=k	905
technically	ch=k	905
mechanically	ch=k	905
anchors	ch=k	905
stomach	ch=k	905
Nicholas	ch=k	905
chaos	ch=k	905
character	ch=k	905

LEVEL C Group 7		
caprice	ice=eese	432
Bernice	ice=eese	432
policewomen	ice=eese	432
Felice	ice=eese	432
Nice, France	ice=eese	432
submarines	ine=een	336
ravines	ine=een	336
machines	ine=een	336
quarantine	ine=een	336
sardines	ine=een	336

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LEVEL C Group 8	Pattern	Page
feminine	ine=in	338
heroine	ine=in	338
masculine	ine=in	338
genuine	ine=in	338
determined	ine=in	338
imagines	ine=in	338
discipline	ine=in	338
Catherine	ine=in	338
illumines	ine=in	338
margarine	ine=in	338

LEVEL D Group 1	Pattern	Page
agile	ile=ill	330
fragile	ile=ill	330
futile	ile=ill	330
fertile	ile=ill	330
facile	ile=ill	330
sterile	ile=ill	330
virile	ile=ill	330
mobile	ile=eel	330
automobile	ile=eel	330
Castile	ile=eel	330

LEVEL D Group 2	Pattern	Page
palace	ace=iss	343
menace	ace=iss	343
solace	ace=iss	343
furnaces	ace=iss	343
terraces	ace=iss	343
malice	ice=iss	343
services	ice=iss	343
cowardice	ice=iss	343
chalice	ice=iss	343
armistice	ice=iss	343

LEVEL D Group 3	Pattern	Page
definitely	ite=it	357
exquisite	ite=it	357
prerequisite	ite=it	357
composite	ite=it	357
hypocrites	ite=it	357
intricate	ate=it	354
inappropriate	ate=it	354
certificates	ate=it	354
illiterate	ate=it	354
ultimately	ate=it	354

LEVEL D Group 4	Pattern	Page
garages	age=ahzh	919
mirages	age=ahzh	919
camouflaged	age=ahzh	919
barrage	age=ahzh	919
sabotage	age=ahzh	919
collage	age=ahzh	919
montage	age=ahzh	919
decoupage	age=ahzh	919
entourage	age=ahzh	919
persiflage	age=ahzh	919

LEVEL D Group 5	Pattern	Page
cribbage	age=idge	327
garbage	age=idge	327
carriage	age=idge	327
wreckage	age=idge	327
millage	age=idge	327
scrimmaged	age=idge	327
messages	age=idge	327
sausages	age=idge	327
postage	age=idge	327
percentages	age=idge	327

LEVEL D Group 6	Pattern	Page
standards	ard=urd	506
frontward	ard=urd	506
hazardous	ard=urd	506
stewards	ard=urd	506
lizards	ard=urd	506
fountains	ain=in	419
chieftain	ain=in	419
captains	ain=in	419
certainly	ain=in	419
bargaining	ain=in	419

LEVEL D Group 7	Pattern	Page
American	an=un	852
Australian	an=un	853
Austrian	an=un	853
Canadian	an=un	853
physician	cian=shun	854
electrician	cian=shun	854
musician	cian=shun	854
dietician	cian=shun	854
politician	cian=shun	854
mathematician	cian=shun	854

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LEVEL D Group 8	Pattern	Page
Ireland	and=und	281
Maryland	and=und	281
Newfoundland	and=und	281
Iceland	and=und	281
Greenland	and=und	281
Scotland	and=und	281
New Zealand	and=und	281
Portland	and=und	281
Holland	and=und	281
England	and=und	281

LEVEL E Group 1	Pattern	Page
elegant	ant=unt	254
ignorant	ant=unt	254
relevant	ant=unt	254
significant	ant=unt	254
tolerant	ant=unt	254
applicant	ant=unt	254
Protestant	ant=unt	254
occupant	ant=unt	254
militant	ant=unt	254
hesitant	ant=unt	254

LEVEL E Group 2	Pattern	Page
ambulance	ance=unce	258
attendance	ance=unce	258
entrances	ance=unce	258
appliance	ance=unce	258
tolerance	ance=unce	258
defiance	ance=unce	258
inheritance	ance=unce	258
ordinance	ance=unce	258
temperance	ance=unce	258
vigilance	ance=unce	258

LEVEL E Group 3	Pattern	Page
excellent	ent=unt	255
different	ent=unt	255
incidents	ent=unt	255
convenient	ent=unt	255
prominent	ent=unt	255
innocent	ent=unt	255
magnificent	ent=unt	255
confident	ent=unt	255
residents	ent=unt	255
presents	ent=unt	255

LEVEL E Group 4	Pattern	Page
violence	ence=unce	260
impudence	ence=unce	260
coincidence	ence=unce	260
experience	ence=unce	260
evidence	ence=unce	260
obedience	ence=unce	260
negligence	ence=unce	260
preference	ence=unce	260
absence	ence=unce	260
presence	ence=unce	260

LEVEL E Group 5	Pattern	Page
Eunice	eu=oo	961
deuce	eu=oo	961
sleuth	eu=oo	961
euchre	eu=oo	961
Reuther	eu=oo	961
Reuben	eu=oo	961
neutral	eu=oo	961
Zeus	eu=oo	961
leukemia	eu=oo	961
chartreuse	eu=oo	961

LEVEL E Group 6	Pattern	Page
tourists	ou=oo	950
goulash	ou=oo	950
routine	ou=oo	950
rouge	ou=oo	950
uncouth	ou=oo	950
mousse	ou=oo	950
cougar	ou=oo	950
sousaphone	ou=oo	950
Houston	ou=oo	950
croup	ou=oo	950

LEVEL E Group 7	Pattern	Page
courage	our=ur	682
encouraging	our=ur	682
discouraged	our=ur	682
journalist	our=ur	682
journalism	our=ur	682
cigarettes	ette=et	1068
etiquette	ette=et	1068
silhouette	ette=et	1068
brunette	ette=et	1068
Marquette	ette=et	1068

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LEVEL E Group 8	Pattern	Page
attaché	e=LONG A	939
an exposé	e=LONG A	939
a resumé	e=LONG A	939
matinée	e=LONG A	939
fiancée	e=LONG A	939
fiancé	e=LONG A	939
entrée	e=LONG A	939
sauté	e=LONG A	939
cliché	e=LONG A	939
passé	e=LONG A	939

LEVEL F Group 1		
valet	et=ay	940
gourmet	et=ay	940
buffet	et=ay	940
ricochet	et=ay	940
filet mignon	et=ay	940
ballet	et=ay	940
crochet	et=ay	940
croquet	et=ay	940
bouquet	et=ay	940
beret	et=ay	940

LEVEL F Group 2		
centre	tre=ter	683
acres	cre=kur	683
theatre	tre=ter	683
mediocre	cre=kur	683
miracles	cle=kul	610
circles	cle=kul	611
vehicles	cle=kul	611
obstacles	cle=kul	610
spectacle	cle=kul	610
icicles	cle=kul	611

LEVEL F Group 3		
debut	Silent T	959
depot	Silent T	959
escargots	Silent T	959
rapport	Silent T	959
parfait	Silent T	959
potpourri	Silent T	959
apropos	Silent S	959
debris	Silent S	959
corps	Silent S	959
rendezvous	Silent S	959

LEVEL F Group 4		
coup d'etat	Silent p	959
pneumonia	Silent p	959
pseudonym	Silent p	959
ptomaine	Silent p	959
psycho	Silent p	959
psychopath	Silent p	959
psychology	Silent p	959
psychic	Silent p	959
psychiatric	Silent p	959
pterodactyl	Silent p	959

LEVEL F Group 5		
au gratin	au=LONG O	949
gauche	au=LONG O	949
chauffeur	au=LONG O	949
Gauguin	au=LONG O	949
au revoir	au=LONG O	949
chauvinist	au=LONG O	949
chauvinism	au=LONG O	949
faux pas	au=LONG O	949
Esquimau	au=LONG O	949
mauve	au=LONG O	949

LEVEL F Group 6		
bureau	eau=LONG O	949
plateau	eau=LONG O	949
chateau	eau=LONG O	949
beau	eau=LONG O	949
flambeau	eau=LONG O	949
nouveaux riches	"=LONG O	949
trousseau	eau=LONG O	949
chapeau	eau=LONG O	949
beaux-arts	eau=LONG O	949
Jacques Cousteau		949

LEVEL F Group 7		
c'est moi	oi=wah	938
mademoiselle	oi=wah	938
mesdemoiselles	oi=wah	938
reservoir	oi=wah	938
boudoir	oi=wah	938
repertoire	oi=wah	938
memoirs	oi=wah	938
voila	oi=wah	938
bon soir	oi=wah	938
au revoir	oi=wah	938

LEVEL F	Pattern	Page

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LEVEL F Group 8	Pattern	Page
encore	en=on	961
ensemble	en=on	961
detente	en=on	961
entree	en=on	961
entre nous	en=on	961
entrepreneur	en=on	961
rendezvous	en=on	961
ennui	en=on	961
en brochette	en=on	961
en route	en=on	961
LEVEL F Group 9		
suite	u=w	937
suede	u=w	937
ennui	u=w	937
ouija	u=w	937
guacamole	u=w	937
cuisine	u=w	937
suave	u=w	937
bilingual	u=w	937
linguistic	u=w	937
persuasion	u=w	937

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SUGGESTED ORDER OF DIAGNOSIS & REMEDIATION OF TYPE #1 WORDS: THE "INSANE"

The following lists of "INSANE" words, those that many teachers call "OUTLAWS" because the words refuse to follow phonic patterns are arranged by order of frequency, utility, and ease of learning. Only the initial lists of words are taught systematically in most basal readers. These lists can be used in a number of ways. They can be used as a diagnostic-prescriptive tool for individual students or as a curriculum guide to ensure that all students are given an opportunity to learn these words that no one can be expectedto learn on their own.

It is not the purpose of this booklet to teach a teacher how to teach these words. As they are "INSANE" words, some of them will be very difficult for many students to learn. The only recommendation we make here is that students are given many, many opportunities to display their knowledge of the reading and spelling of these words. We are not in favor of the unit system in which we move on from one unit to the next regardless of the amount of real mastery that has taken place.

You may notice that some words occur in the "TYPE #2: FANCY WORDS" and/or "TYPE #4 TRICKY WORDS as well as in the TYPE #3, the "INSANE." As we tell our students, we are not responsible for the spellings of these words. Whoever is is no longer here. All we can do is to make the best of the language and its peculiarities. We like to have fun with it just as we prefer to make lemonade with the lemons of our language.

Notes for Teachers:

Level A Group 1 — The American spelling of *color* is given. In the following lessons both the American and British spellings (*colour*) are given. Since Americans read British writers and British English speaking peoples read American writers, it seems logical to present both -- so that when a child first encounters the "other" spelling in print, the child will not assume it is a misspelling.

Level H Group 1 — Please note: Chanukah, Hanukah, and Hanukkah are only three of an almost infinite number of "correct" spellings for this Jewish holiday.

Level I Group 5: — CCCP (Most often seen on jerseys of Russian athletes. Because the Russians use a different alphabet (Cyrillic) the letters are really SSSR for Soyooz (Union) Sovieticheski (Soviet) Socialialicheski (Socialist) Respublik (Republics)

Level I Group 5: — *danke schoen* is German for "Thank you." *Sol* is frequently misspelled as *so*. The musical scale goes: do re me fa *sol* la ti do! 9 out of 10 college graduates will not be able to guess which musical note is spelled with three letters.

LEVEL A Group 1	Pronunciation
again	uh G'en
children	chill drun
could	kood
father	fah thur
other	uth thur
should	shood
the	thuh (or thee)
was	wuzz
color	kullur (Amer.)
very	vary (cf. er=air)

LEVEL A Group 2	
are	ar
does	duzz
from	frum
pretty	pritty
colour	kullur (Br.)
shouldn't	shoodint
they	thay
want	wahnt
were	wur
would	wood ("Tricky")

LEVEL A Group 3	
as	azz
colored	kullurd (Am.)
doesn't	duzzint
have	hav
put	poot (as in foot)
some	sum (TRICKY)
to	too (TRICKY)
wants	wahnts
what	hwut
wouldn't	woodint

LEVEL A Group 4	
baby	"bay bee"
come	"kum"
eye	"I"
here	TRICKY "heer" cf.
coloring	"kulluring" (Am.)
hear	"heer"
putting	"pooting" like footing
two	TRICKY "too"
you	"yoo"
wanted	"w-on tid"

LEVEL A Group 5	
brother	"bruther"
couldn't	"koodint"
eyes	"I'z"
his	"hizz"
is	"izz"
there	"thair"
unwanted	"un w-on tid"
wasn't	"wuzzint"
colouring	"kulluring" (Br.)
your	"yor"

LEVEL B Group 1	
angry	"ang gree"
any	"enny"
beauty	"byoo tee"
cherry	"chair ree"
climb	"klime"
country	"kun tree"
gone	"gawn"
listen	"lissen"
many	"menny"
where	"hwair"

LEVEL B Group 2	
anybody	"enny buddy"
beautiful	"byoo tee ful"
answer	"Ann sir"
somebody	"sum buddy"
cherries	"chair reeze"
climbs	"klimes"
four	"for" TRICKY
heard	"hurd" TRICKY
listens	"lissens"
much	"mutch"

LEVEL B Group 3	
answers	"Ann Sirs"
anyhow	"enny how"
aunt	"ant" or "awnt"
beautifully	"byoo tuh fully"
Christmas	"Kriss muss"
climbed	"klimed"
fourteen	"for teen"
laugh	"laff"
listened	"lissend"
such	"sutch"

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LEVEL B
Group 4

one	"wun"
answered	"Ann sird"
anyone	"enny wun"
aunts	"ants" or "awnts"
cannot	"ken not"
coloured	kullurd (Br.)
Christian	"Kriss chun"
fourth	"forth" TRICKY
laughed	"laft"
listening	"liss ning"

LEVEL B
Group 5

listeners	"liss nurs"
once	"wunce"
anywhere	"enny hwair"
answering	"Ann sirring"
babies	"Bay bees"
catch	"ketch"
climbing	"klime ming"
countries	"kun trees"
front	"frunt"
laughing	"laffing"

LEVEL C
Group 1

coughing	"koffing"
often	"off fun"
picture	"pick chur"
quiet	"kwy it"
seven	"sev vun"
through	"throo"
tough	"tuff"
Tuesday	"tooze dee"
worry	"wurry"
whose	"hooze"

LEVEL C
Group 2

although	"all tho"
coughed	"kofft"
people	"peeple"
pony	"Poe nee"
quieter	"kwy it tur"
seventeen	"sevven" "teen"
tougher	"tuffer"
uncle	"unkle"
whom	"hoom"
worries	"wurr reeze"

LEVEL C
Group 3

picnic	"pick Nick"
quietest	"kwy it ist"
rough	"ruff"
seventy	"sevven tee"
though	"tho"
Tony	"Toe nee"
toughest	"tuff ist"
uncles	"unkles"
woman	"woom mun"
worrying	"wurr ree ing"

LEVEL C
Group 4

cough	"koff"
everybody	"ev ree buddy"
picnics	"pick Nick's"
ponies	"Poe neeze"
rougher	"ruffer"
Saturday	"Satter dee"
sorry	"sah ree"
thoroughly	"thur Oh Lee"
Wednesday	"Wenns Dee"
women	"wimmin"

LEVEL C
Group 5

coughs	"koffs"
nobody	"no buddy"
pictures	"pick churs"
quietly	"kwy it Lee"
roughest	"ruff fist"
seventh	"sevventh"
sorriest	"sah ree ist"
thorough	"thur Ro"
who	"hoo"
worried	"wurr reed"

LEVEL D
Group 1

ache	"ake"
among	"uh mung"
breakfast	"breck fist"
comb	"koam"
company	"kum puh nee"
history	"hiss tree"
honest	"on nist"
minutes	"min nuts"
cousin	"kuzzin"
trouble	"trubble"

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LEVEL D
Group 2

ancient	"ain chunt"
aches	"akes"
circle	"sir kull"
companies	"kum puh neeze"
combs	"koams"
a sandy desert	"dezz zurt"
dishonest	"diss on nist"
isn't	"izzint"
minute	"min nut"
troubles	"trubbles"

LEVEL D
Group 3

cousins	"kuzzins"
lamb	"lam"
ached	"aked"
apron	"a prun"
circled	"sir kuld"
combed	"koamd"
daughter	"dawter"
dishonestly	"diss on niss tee"
double	"dubble"
honor	"on nur"

LEVEL D
Group 4

aching	"aking"
limb	"lim"
money	"munny"
because	"be kuzz"
circling	"Sir Kling"
daughters	"daw turs"
combing	"koaming"
dishonor	"diss on nur"
doubled	"dubbled"
honesty	"on nist tee"

LEVEL D
Group 5

dessert	"Dee Zurt"
dishonesty	"diss on ist tee"
dishonorable	"diss on nur uh bul"
doubling	"dubbling"
ghost	"goast"
headache	"hed ake"
honey	"hunny"
limbs	"lims"
palace	"pal liss"
honestly	"on niss lee"

LEVEL E
Group 1

area	"air ree uh"
copying	"koppy ying"
natural	"natch chur ul"
second	"seck kund"
secret	"see krit"
solder	"sodder"
soldier	"soal jur"
solid	"sahl lid"
usual	"yoo zhoo ul"
sew	"so" TRICKY

LEVEL E
Group 2

areas	"air ree uzz"
copier	"koppy ur"
seconds	"seck kunds"
secrets	"see kritz"
sews	"sows" "TRICKY"
solders	"sodders"
soldiers	soal jurs
unusual	un yoo zhoo ul
solids	sah lids"
unnatural	un natch chur ul

LEVEL E
Group 3

copiers	"coppy yurs"
usually	"yoo zhoo ul lee"
copy	"koppy"
naturally	"natch chur ul lee"
seconded	"seck kun did"
secretary	"seck ruh tairy"
sewed	"soad" TRICKY
soldiered	"soal jurd"
solidly	"sah lid lee"
soldered	"sodderd"

LEVEL E
Group 4

tongue	"tung"
toward	"tord"
soldering	"soddering"
unnaturally	"un natch chur ul lee"
copies	"kop pees"
unusually	"un yoo zhoo ul lee"
sewer pipe	"Soo wur pipe"
soldiering	"soal jurring"
sewing	"so wing"
secondly	"seck und lee"

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LEVEL E
Group 5

copied	"kop peed"
nobody	"no buddy"
secretaries	"seck ruh tair reeze"
sewers	"soo wurs" / "so wurs"
statues	"statch chooze"
stomach	"stum mick"
towards	"tords"
tricycle	"try sickle"
vase	"vase" or "vahhz"
tongues	"tungs"

LEVEL F
Group 1

adios	"add dee oass"
anchor	"ang kur"
antique	"ant teek"
bass drum	"bace drum"
bouquet	"boo Kay" or "Bo Kay"
buoy	"boy" or "Boo E."
bury	"bair ree"
cameo	"kammy O."
chameleon	"kuh MEAL yun"
island	"I lund"

LEVEL F
Group 2

aisle	"I'll" TRICKY
chameleons	"kuh MEAL yuns"
cameos	"kammy O's"
isle	"I'll" TRICKY
anchors	"ang kurs"
antiques	"ant teeks"
biscuit	"bisk kit"
bouquets	"boo Kays"/"Bo Kaze"
buoys	"boys" or "BOO eeze"

LEVEL F
Group 3

unique	"yoo neek"
isles	"I'lls" TRICKY
chaos	"Kay Oss"
buried	"Bare Reed"
buoyant	"boy yunt"/"Boo yunt"
brunette	"broo net"
aisles	"i'lls" TRICKY
alphabet	"Al fuh bet"
anchored	"ank kurd"
biscuits	"biss kits"

LEVEL F
Group 4

anchored	"ang kurd"
Bar Mitzvah	"bar mitts vuh"
bogue	"boag"
burial	"bairy yul"
burying	"bairy ying"
butte	"byoot" as in toot
canoe	"kuh noo"
chaotic	"Kay Ot tick"
uniquely	"Yoo Neek Lee"
Anchorage	"Ang kur ridge"

LEVEL F
Group 5

bologna	"buh lone E"
burials	"bairy yulls"
canoes	"kuh news"
canopy	"canna P."
cello	"chello"
ole	"oh LAY"
anchoring	"ang kur ring"
Beethoven	"BAY Toav vin"
buoyancy	"boy un see"
shoes	"shooze"

LEVEL G
Group 1

jury	"jurry"
leprechaun	"lep ruh kon"
Mardi Gras	"Mar Dee Grah"
Michael	"My kull"
nephew	"neff fyoo"
physical	"fizz uh kull"
poverty	"pah vur tee"
recollect	"reck kah lect"
salve	"savv"
signing	"sine ning"

LEVEL G
Group 2

Sean	"Shawn"
Socrates	"sock ruh tease"
recollection	"reck kuh leck shun"
juries	"jurr reeze"
lymph	"limf"
medicine	"med uh sin"
mortgage	"moar gidge"
nephews	"Neff fyooze"
physically	"fizz uh klee"
prologue	"pro log"

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LEVEL G
Group 3

epilogues	"ep puh logs"
injury	"in jurry"
maestro	"my stro"
medicinal	"muh diss in null"
mortgages	"mor gidges"
obscenity	"ob senn uh tee"
physician	"fizz ish shun"
rhapsody	"rap suh dee"
shalom	"shuh LOAM"
salaam	"suh Lahm"

LEVEL G
Group 4

maniac	"May nee yack"
mustache	"muss tash"
obscenities	"ob senna tease"
psalm	"Sahm"
rhapsodies	"rap suh deeze"
sieve	"sivv"
sword	"sord"
salmon	"sam mun"
synagogue	"sin uh gog"
physicians	"fizz zish shuns"

LEVEL G
Group 5

injuries	"in jurr reeze"
kayak	"Kie Yack"
maniacal	"muh NIE uh kull"
mediocre	"Me dee O kur"
menace	"menn niss"
mustaches	"muss tash us"
physique	"fizz zeek"
pious	"Pie us"
psalms	"sahmz" (Rhymes with bombs)
spaghetti	"spuh get tea"

LEVEL H
Group 1

Chanukah	"Hahn nuh kuh"
chutspah	"h-h-hoots" puh"
conquer	"kahng kur"
conscience	"con shunts"
debt	"det"
deuce	"doose"
diarrhea	"die uh ree yuh"
echo	"eck ko"
feud	"fyood"
frijoles	"free ho lays"

LEVEL H
Group 2

choir	"kwire"
compromise	"kom pruh mize"
conquers	"kong kurs"
debts	"dets"
conscientious	"con she EN shus"
dinghy	"ding E."
indebted	"in det tid"
ghetto	"getto"
echoes	"eck koze"
feuds	"fyoods"

LEVEL H
Group 3

engine	"in jun"
feuded	"fyoo did"
issue	"ish shoo"
Hanukah	"Hahn nuh kuh" (1)
choirs	"kwires"
compromises	kahm pruh mize zizz
conquered	"kahng kurd"
conscientiously	con she EN shus Lee
cyst	sist
debtor	detter

LEVEL H
Group 4

chord	"cord" (1) TRICKY
compromising	"com pruh mize zing"
conquering	"kong kur ring"
cushion	"kush shun"
cystic	"sis tick"
debtors	"det turs"
engines	"in jins"
feuding	"fyoo ding"
halves	"havvz" TRICKY (2)
issues	"ish shooze"

LEVEL H
Group 5

Jose	"Ho Zay"
ghoul	"gool"
chords	"cords" TRICKY
compromise	"com pruh mize"
conqueror	"kahng kur rurr"
cystic fibrosis	"sis tick fie bro sis"
engineers	"in jin neers"
fatigue	"fuh TEEG"
feudal	"fyoo dull"
Hanukkah	"Hahn nuh kuh"

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LEVEL I
Group 1

align	"uh line"
attache	"at uh shay"
chapeau	"shuh Poe"
Basque	"bask"
beaux	"Bo" or "boze"
bleu cheese	"bloo"
boutique	"boo teek"
c'est la vie	"say la vee"
champagne	"sham pain"
charades	"sha raids"

LEVEL I
Group 2

an expose of	"ex po ZAY"
au gratin	"aw grah tin"
Babylon	"Babba Lon"
bayou	"by yoo"
coups	"kooze"
bon jour	"bone zhoor"
cafe	"kaff Fay"
chablis	"shuh blee"
chandelier	"shan duh leer"
chassis	"shassy" or "chassy"

LEVEL I
Group 3

anxiety	"ang zi it tee"
au revoir	"oh ruh vwahr"
Bach	"bock"
beaucoup	"Bo Koo"
beret	"burr Ray"
bon soir	"bone swahr"
cache	"kash" TRICKY
chagrin	"shuh grin"
chanson	"shan Sawn"
chateau	"shuh TOE"

LEVEL I
Group 4

alias	"A lee us"
asinine	"ass sin nine"
audacity	"aw dass sitty"
baroque	"bah roke"
coup	"koo"
blasé	"blah zay"
boudoir	"boo dwahr"
c'est la guerre	"Say la Gair"
chamois	"shammy"
chaperone	"shap per roan"

LEVEL I
Group 5

adieu	"uh dyoo"
apropos	"ap pruh POE"
audacious	"aw day shus"
bade	"bad" TRICKY
beau	"BO" TRICKY
blackguard	"blag gurd"
Bordeaux	"Bor doe"
aye	"I" TRICKY
chalet	"shal Lay"
CCCP	SSSR (See p. 32)

LEVEL J
Group 1

acetylene	"uh settle lin"
bon voyage	"bone voy ahzh"
cafe	"caff fay"
charivari	"shiv vuh ree"
chivalry	"shiv vull ree"
depot	"dee Poe"
encore	"on core"
fiance	"fee on Say" (male)
fiancee	"fee on Say" (female)
hors d'oeuvres	"or durves"

LEVEL J
Group 2

infamous	"in fuh muss"
lingerie	"Lon zhur ray"
masque	"mask"
oui	"wee"
pneumonia	"noo moan yuh"
psych	"sike"
quiche	"keesh"
Sioux	"Soo"
suave	"swahv"
subtle	"suttle"

LEVEL J
Group 3

infamy	"in fuh me"
rose wine	"roe Zay"
savoir faire	"sav vwah fair"
trousseau	"troo so"
ouija	"wee gee"
yacht	"yot"
au revoir	"Oh rev vwahr"
buffet	"buff fay"
bon appetit	"bone ah pet teet"
psyche	"sike" or "sigh key"

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LEVEL J
Group 4

psycho	"sigh Ko"
passe	"pass say"
blase	"blah zay"
deja vu	"day zhuh voo"
psychic	"sigh kick"
vinyl	"vigh nill"
vague	"vaig"
touche	"too shay"
tincture	"tink shur"
plaque	"plack"

LEVEL J
Group 5

psychotic	"sigh cot tick"
boatswain	"bo sun"
brochure	"bro shur"
camaraderie	"kah muh rah duh ree"
draught	"draft"
eau	"O"
epitome	"uh pit tuh me"
escargots	"S car go"
filet mignon	"fill lay mean yoan"
chic	"sheek" TRICKY

LEVEL K
Group 1

faux pas	"Foe paw"
gourmet	"goor may"
impugn	"im pyoon"
Jacques	"Zhock"
lasagna	"luh zahn yuh"
merci beaucoup	"Mair See bo koo"
Ms.	"Mizz"
Oedipus	"Edda puss"
papier mache	"paper muh shay"
pistachio	"pizz stahsh she O"

LEVEL K
Group 2

psychiatrist	"sigh Kigh uh trist"
psychiatric	"sigh kee at trick"
ribald	"rib buld"
rouge	"roozh"
sleight	"slite"
negligee	"neg luh zhay"
souffle	"soo flay"
suite	"sweet" TRICKY
subpena	"suh pee nuh"
subpoena	"suh pee nuh"

LEVEL K
Group 3

superfluous	"soo PURR floo us"
technique	"teck neek"
tenace	"tennis" TRICKY
victuals	"vittles"
vineyard	"vin yurd"
yarmulka	"yah mull kah"
beau geste	"BO zhest"
beaucoup	"BO koo"
beaux arts	"boze ar"
machete	"muh shetty"

LEVEL K
Group 4

brusque	"brusk"
burlesque	"burr lesk"
canapes	"canna pays"
chauffeur	"show fur"
cheque	"check"
cologne	"kuh loan"
debut	"day byoo"
elite	"E leet"
finale	"fin nal Lee"
fjord	"fee yord"

LEVEL K
Group 5

cabaret	"cab buh ray"
chauvinist	"show vin ist"
grotesque	"grow tesk"
Iroquois	"Ear ruh koy"
khaki	"kack key"
lymph	"limf"
nouveau riche	"noo vo reesh"
nouveaux riches	"noo vo reesh"
danke schoen	"dahn ka shane"
sol	"sole" or "so"

LEVEL L
Group 1

bisque	"bisk"
cachet	"cash shay"
chef	"shef"
fillet	"fill lay"
indicted	"in die tid"
nonchalant	"non shuh lahnt"
quay	"key"
ricochet	"Rick O'Shay"
subtlety	"suttle tee"
tete a tete	"tait uh tait"

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LEVEL L
Group 2

brogue	"broag"
connoisseur	"kon nuh soor"
eau de cologne	"oh duh kuh loan"
gaol	"jail"
impious	"im pee us"
nonchalance	"non shuh Lahnts"
query	"queer E"
risque	"riss Kay"
Tao	"Dow"
valet	"val lay"

LEVEL L
Group 3

carte blanche	"cart blawnsh"
croutons	"kroo tahns"
eau de vie	"oh duh vee"
gaoler	"jailer"
impotent	"im puh tunt"
panache	"pun naish"
queue	"Q" "Tricky" (cf. cue)
Roquefort	"Roak furt"
Taoism	"Dowism"
voila	"vwah lah"

LEVEL L
Group 4

Chianti	"key ahn tee"
chanteuse	"shan toose"
duce	"doo chay"
eclair	"ay clair"
jai alai	"high lie"
mademoiselle	"Mad duh mwah zell"
panacea	"pan nuh see uh"
reservoir	"rezz zur vwahr"
roulette	"roo let"
vogue	"voag"

LEVEL L
Group 5

vous	"voo"
Eau Clair	"Oh Clair"
euchre	"yoo kurr"
lough	"lock" cf. loch
Monsieur	"moan zoor"
renege	"ree neg"
rhetoric	"ret tur rick"
Rousseau	"roo so"
Sault Ste. Marie	"Soo Saint Muh ree"
wont	"wahnt"

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Suggested Order of Diagnosis & Remediation of Type #4 Words

The "Tricky"

What words are "Tricky"? Any word that can "trick" a reader or a speller) belongs in this category. On the this and the next page I list the types and give a brief explanation of each. I have reserved this special category for these words for the simple reason that these words are never systematically and completely taught in any reading series or reading/spelling curriculum. It is true that in all reading series and reading or spelling curriculum the concepts of homonyms and homographs and heteronyms are taught. However, each series selects different words as illustrations and makes no attempt to do a complete job of sequencing.

Although we have attempted to include all possible "TRICKY" words and although this is, to the best of our knowledge, by far the most complete listing available anywhere, we know we will find more. In fact, we hope that you will write us and tell us of the "TRICKY" words we somehow have missed.

The proper order of diagnosis & remediation will depend upon your own particular use for these lists. Therefore, besides supplying our starter list, we have alphabetized the words for you. We expect that you can cross out those words that don't apply to your situation and rearrange them according to your purposes which may be (as ours is) a mixture of presenting words in order of frequency, utility, student interest, and ease of learning. For example, a college instructor may use *abjure* and *adjure* but not bother with *ant* and *aunt*. On the other hand, an elementary teacher would be out of her *mind* (not *mined*!) to teach *abjure* and *adjure*.

And please -- have fun teaching those you want to teach.

TYPES OF TRICKY WORDS:

1. Homonyms, such as: be, bee, Bea, B.

2. Dialect dependent homonyms, such as: *ant*, *aunt*. (In dialects in which *aunt* rhymes with *haunt*, *aunt* and *ant* technically aren't homonyms.

3. Heteronyms, such as *lead* and *lead* as in "You can *lead* a horse to water, but you can't turn *lead* into gold."

4. Typography dependent homographs such as *resume* and *resumé*. The fact that most typewriters do not have the capability to produce grave e's (**é**), cedillas (**ç**), umlauts (¨), circumflexes (^), etc., adds to the problem.

5. Similarity of configuration words such as: *solder*, *soldier*, *solider*.

6. Similarity (even identity) of letters in words whose only significant difference is in the transpositions such as in: *expect* and *except*.

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7. Look-alike letters: n/u n/r n/c e/a being the only difference as in: *change* and *charge*, *superstitions* and *superstitious*, *ancient*, *accent*, and *accident*.

8. Words of almost identical meanings but whose pronunciation is ACCENT-DEPENDENT upon the part of speech as in: RECord & reCORD.

9. Words that have two or more acceptable spellings such as: *Channukah*, *Hanukah*.

10. Malaprop-prone words such as to *circumcise* instead of *circumscribe*.

11. Words easily distinguishable in their base form that can cause problems in other forms such as *hop* and *hope* can be misspelled in the *-ed* and *-ing* forms.

We are sure you may find a different number of categories into which you may wish to place these words.

DESIGNING A DIAGNOSTIC TEST:

1. Choose from the 1000+ list the number of words you feel is optimum for your particular situation.

2. Divide the words into five groups ranging from what you consider to be the easiest to the most difficult.

3. Choose a word from each group that you believe best epitomizes the group. In other words, choose that particular word that you believe is one that if known will most likely indicate that the other words in the group will also be known.

4. Construct a test similar to that on page 67 (*Survey Tests for Types #1, #2, #3, #4, & #5 The "SIMPLE," The "FANCY," the "INSANE,' the "TRICKY," and the "SCRUNCHED UP."*

"TRICKY" WORD GROUPING	Level	Sentence the word is to be used in.
knew/new/gnu	A	We knew that the news had to be bad.
root/route/rout	B	What's the best route to get there?
desert/desert/dessert	C	That house looks as if it's deserted.
aisle/isle/I'll	D	The soup is located on the next aisle.
praise/prays/preys	E	The wolf often preys on smaller animals.
intents/intense	F	This test is over for all intents and purposes.
cache/cash	G	The detective found a cache of stolen items.

TEACHING THE "TRICKY" WORDS BY LEVELS

If your diagnostic test operates according to plan, a student who misses the very first word would start at the first level. A student who misses the second word would start

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at the second level, etc. Although, a student may not need to study all the "TRICKY" words in a level assigned, if the exercises are properly designed, the student will learn something from each exercise as well as being constantly made aware of the differences between similar *sounding* and similar *appearing* words.

We feel each LEVEL should have a pre- & post survey test. Such a test could look something like the one we use in LEVEL A "TRICKY WORDS." Note: there are TRICKY WORDS in the sentences that the students are not being tested on. They occur in other levels.

1. I **heard** that **Aunt Bea** is coming **here**.
2. I **would be** careful if **I** were **you**.
3. It **beats** me how both my **aunts** can eat **so** many carrots and **beets**.
4. It's awfully hard to **hear** anything in **here**.
5. It sounds like there's a **herd** of elephants in **here**.
6. I wish I had my own personal **maid**.
7. I just **knew** that my sister **made** up the story about the tooth **fairy losing** his teeth.
8. I don't **know** whether **their** car is **new** or **not**.
9. Everybody **knows** that Pinocchio has a **nose made** out of **wood**.
10. How **would** you like to be stung by a **bee** or bit by tiny little **red ants**?

Depending upon the age, type, and experience of the students, the test can be given as a group test with the teacher reading the sentences with the students filling in the blanks. For example, the student test paper could start with:

1. I _____ that _____ _____ is coming _____

2. I _____ _____ careful if I were you.

The teacher-constructed test can be recorded so that students can take it individually.

We believe that the same test be given again about a month (or more) *after* the student or students have stopped working on the "TRICKY" words. The reason for the delay is that immediate testing after a unit is over gives a false sense of student gain. Since education should be for life, so too, should the teaching of spelling be for life -- not just for a grade on a unit. Rather than giving a bad grade for misses, we believe the student should just go back and review until the words that were missed are now mastered.

TEACHING THE "TRICKY" WORDS

We believe that teacher- and student-made exercises should be superior to those few that can be found on the market. AVKO has provided The "TRICKY" Words: Levels A, B, & C for teachers who lack the time to create their own or who wish to have a model upon which to improve by having the sentences more directly relate to their particular students.

GENERAL DIRECTIONS FOR CREATING EXERCISES

❒ **1. PREVIEW "TRICKY"** words in the exercises. For example, in AVKO's LEVEL A, "tough" words such as *your/you're & their/there/they're* which are in later levels are found in sentences used to teach the easier words such as *aunt/ant* and *be/bee/Bea*.

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❒ **2. REVIEW "TRICKY"** words in later exercises. Keep slipping in words that have been studied in earlier exercises into the new exercises. The difference between previewing and reviewing the words is that in the previewing the words are all correctly written out and no particular attention is called to them while in reviewing the words, the spelling is omitted and the student is expected to correctly spell the words.

❒ **3. STUDENT SELF-CORRECTION.** The exercises should be designed so that the students themselves correct their own exercises. One reason is to save teacher time, but that is not the real reason. Studies have repeatedly shown that students learn faster and retain longer if they correct their own mistakes.

❒ **4. IMMEDIATE CORRECTION OR INSTANT-FEEDBACK.** Traditional exercises allow a student to make mistakes all the way through the exercise with no learning taking place--only evaluation at the end. Teachers can provide the same instant feedback that teaching machines provide by using the method advocated in AVKO's exercises. That is, to have the teacher read each sentence with the class doing the exercises simultaneously. After each sentence, the teacher gives the correct spellings and each student corrects his/her own answer. The process is repeated on the remaining sentences until the exercise is completed. Other methods such as putting the exercises on computers or putting the answers on the backs of cards used in card readers will also work quite well.

❒ **5. STUDENT TEACHING & COMPOSITION.** Older students may enjoy creating exercises that are designed to teach "TRICKY" words. One way of really involving the students is to assign a different set of "TRICKY" words to each student who in turn will become a "MASTER TEACHER" of those words. Each student will have the responsibility of teaching all the other students his own words. He may make his own pre- and post test and as many exercises as he feels necessary to teach his words. Obviously, the teacher is involved directly with the STUDENT-TEACHERS and does not allow a student to begin teaching until he has mastered his particular set. Naturally, this involves the indirect teaching of many composition skills. And students can develop a sense of pride that their 10 sentences are kept in a permanent place in the classroom with their name on it. This way, teachers can develop a collection of exercises far larger and far superior than any commercial box publishing company.

❒ **6. A SAMPLE EXERCISE**

TARGET WORDS: flew, flu, flue
WORDS PREVIEWED: right through time flea it's to too
WORDS REVIEWED: no know you're week weak made

1. We **flew** from New York to L.A. in four hours.
2. It's no fun doing anything when you're down with the **flu**.
3. Last week we **flew** to Hawaii.
4. Do you know that the fly and the flea **flew** through a flaw in the **flue**?
5. When we **flew** to Chicago, we had to buy our tickets two weeks in advance.
6. We **flew** to Alaska, and wouldn't you know, I came down with the **flu**.
7. My doctor made me stay in bed the last time I had the **flu**.
8. A chimney sweep is a person who makes his living cleaning the soot out of chimney **flues**.
9. The week that we were on vacation **flew** by.

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10. When I had the **flu** I was too weak to do anything.

The student answer sheet would look the same except that there would be blank lines for the targeted words and the words reviewed. For example,

1. We _____ from New York to L.A. in four hours.

AVKO's own order of presentation of "TRICKY" words in LEVELS A,B,C,D,E,& F (Other levels will follow)that contain only 60 of the 1,000+ possible.

LEVEL A

1 ant aunt
2 be bee Bea
3 beet beat
4 hear here
5 heard herd
6 made maid
7 new knew gnu
8 know no
9 knows nose
10 wood would

LEVEL B

11 wouldn't wooden
12 hair hare
13 sea see si
14 seas sees seize
15 tea tee tease
16 were where
17 week weak
18 your you're
19 you'll yule
20 wheel we'll

LEVEL C

21 bare bear
22 brake break
23 by buy bye
24 deer dear
25 flew flu
26 him hymn
27 Jim gym
28 you ewe
29 sight site
30 write right

LEVEL D

1 fir fur far
2 flour flower
3 winner winter
4 Mrs Miss Ms.
5 missed mist
6 hail hale
7 heel heal
8 world would
9 our are hour
10 led lead lead

LEVEL E

11 pudding putting
12 live live alive
13 gnat Nat
14 gale Gail Gayle
15 oar or ore o'er
16 for four fore
17 forth fourth
18 peal peel
19 pear pare pair
20 son sun

LEVEL F

21 sunny Sonny
22 horse hoarse
23 red read
24 reed read
25 already all
26 ring wring
27 shone shown
28 road rode
29 sue Sioux
30 sew so sow

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Tricky Word	Tricky Word
abjure	adjure
about	a bout
abreast	a breast
abridge	a bridge
abroad	a broad
absence	absents
absorb	adsorb
ABstract	abSTRACT
abuse (v.)	abuse (n.)
abysmal	abyssal
accede	exceed
accept	except
access	excess
acclaim	a claim / exclaim
acclamation	acclimation/exclamation
accord	a cord
accuse	excuse
accustom	a custom
acetic	ascetic
acme	acne
acne	acme
acquire	a quire / a choir
across	a cross
ad	add
adapt	adept / adopt
ado	adieu / adieux
advent	event
adverse	averse / a verse
advice	advise
affect	effect / infect
affected	effected / infected
affective	effective / infested
affirm	a firm
affix	a fix
afford	a ford
affray	a fray
affright	a fright
affront	a front
Afghan	afghan
afield	a field
afire	a fire
aflame	a flame
afloat	a float
afoot	a foot
afoul	a foul
agape	agape (n.)
aged ("AYJd")	aged ("AY jud")
aid	aide
ail	ale
air	heir/Eire/e'er/ere
airy	aerie / eerie
aisle	isle / I'll
alight	a light
align	a line
all	awl
all ready	already
all together	altogether
all ways	always
alley	ally

Tricky Word	Tricky Word
allot	a lot
allude	elude
allusion	illusion
allusive	elusive / illusive
aloft	a loft
aloud	allowed/a loud noise
altar	alter
alternate (adj.)	alternate (v.)
altogether	all together
always	all ways
amen	amend / emend
amiss	a miss
amoral	a moral / immoral
amuck	amock
amuse	a muse
anal	annal
analyst	annalist
ankle	angel / angle
ant	aunt / Aunt
ante	anti
antidote	anecdote
apart	a part
apatite	appetite
appose	oppose
apposition	opposition
appraise	apprise
arc	ark
aria	area
ascent	assent / a scent
assign	a sign
assist	a cyst
assurance	insurance
assure	insure
aster	asked her
astray	a stray
astride	a stride
atlas	Atlas
atom	Adam
attach	attaché
attest	a test
attire	a tire / a tyre
auger	augur
aught	ought
august	August
aura	Ora
aural	oral
auricle	oracle
Australia	Austria
avail	a veil / a vale
aversion	a version
avocation	vocation / a vocation
aw	awe
award	a ward
aware	a ware
awash	a wash
away	a way / aweigh
axle	ax'll
aye	eye / I
bad	bade

Tricky Word	Tricky Word
bail	bale
bairn	barn
bait	bate
ball	bawl
ballet	ballot
baloney	bologna
ban	band
banned	band
banned it	bandit
banned Joe	banjo
banquet	banquette / bouquet
bard	barred
bare	bear
bark	barque
baron	barren
barrage (dam)	barrage (fire at)
base	bass
bask	basque / Basque
baton	batten
bauble	bubble
bay	bey
bazaar	bizarre
be	bee / Bea
beach	beech
bear	bare
bearing	baring
beat	beet
beau	bow
beer	bier
beetle	betel / Beatle
befit	be fit
before	be for
befoul	be foul
befriends	be friends
beggar	bigger
bell	belle
belong	be long
below	be low
benign	be nine
berate	be rate
beriberi	berry berry
berry	bury / Barry / Bary
berth	birth
beside	besides
bi-weekly	buy weekly / buy weakly
biennial	biannual
bight	bite / byte
bin	been / Ben
blackmail	black male
blase	blaze
blench	blanch
blue	blew / bleu
boarder	border
bogey	bogie / bogy
bole	bowl / boll
bootee	booty / bootie
bore	boar / Boer
bored	board

Tricky Word	Tricky Word
born	borne / bourne
borough	burro / burrow
bouillon	bullion
boulder	bolder
boy	buoy
braid	brayed
braise	brays / braze
brake	break
brazier	brassiere
breach	breech
bread	bred
breadth	breath / breathe
brewed	brood
bridal	bridle
Briton	Britain
broach	brooch
broom	brougham
brows	browse
bruise	brews
bruit	brute
buffet	buff it / buffet ("buff FAY")
build	billed
burg	burgh
burger	burgher
bus	buss
bust	bussed
but	butt / butte
buy	by / bye, bi-
buyer	byre
cache	cash
caddy	caddie
calendar	calender
callous	callus
Calvary	cavalry
canape	canopy
cancer	Cancer
candid	can did / candied
cannon	canon
cant	can't
canter	cantor
canvas	canvass
capital	capitol
capper	caper
carat	caret / carrot
caries	carries
carol	carrel
carrion	carry on
carton	cartoon
casino	cassino
cast	caste
castor	caster
casual	causal
catholic	Catholic
cay	key / quay / qui
cay	Kay
cayuse	Cayuse
cede	seed
celery	salary

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Tricky Word	Tricky Word
cell	sell
cellar	seller
censer	censor
cent	scent / sent
center	sent her
cereal	serial
certain	curtain
cession	session
chaise	chase / shays
chalice	challis
Chanukah	Hanukkah / Hanukah
chard	shard / charred
Chassidim	Hassidim
chaste	chased
cheap	cheep
check	cheque / Czech
cherry	sherry / cheri
chews	choose
chic	sheik / chick
chilly	Chile / chili
chin	Qin
China	china
chirr	churr
chitterlings	chitlins / chitlings
choir	quire
choler	collar
choral	chorale / corral
chord	cord / cored
chute	shoot / shute
circumcise	circumscribe
cite	sight / site
clack	claque
clause	claws / Claus
cleave	cleave
climb	clime
close	clothes / kloze
coal	kohl
coarse	course
coat	cote
coffin	coughing
coin	quoin
colon	colonel / kernel
complacent	complaisant
complement	compliment
complementary	complimentary
compost	compote
concert	concerted
conch	conk
condor	candor
confident	confidant
conscience	conscious
consume	consomme
conTENT	CONtent
conTEST	CONtest
continents	continence
conTRACT	CONtract
contusion	confusion
CONverse	conVERSE
CONvert	conVERT

Tricky Word	Tricky Word
CONvict	conVICT
coo	coup
coolie	coolly/coulee/cooly
coop	coupe / coup
coos	coups
copse	corpse / corps
core	corps
corespondent	correspondent
cosine	co-sign
council	counsel
course	coarse
cousin	cozen
creak	creek
crepe	crape
cretin	Cretan
crevasse	crevice
crewel	cruel
crews	cruise / cruse
crochet	crotchet
croquet	croquette
cue	queue / Q
currant	current
curser	cursor
sygnet	signet
cymbal	symbol
czar	tsar
daily	Daly / dally
dairy	diary
dam	damn
dammed	damned
days	daze
dear	deer
decent	descent / dissent
decree	degree
defeat	"de" feet
defense	defence (BR.) / "de" fence
defer	"de" fur
defile	the file
define	the fine
definite	definitive
deform	the form
degrade	the grade
deign	dane / Dane
de jure	the jury
deliberATE	deLIBerate
delight	the light
delirious	delicious
depart	the part
depravation	deprivation
depreciate	deprecate
derby	Derby
derriere	Londonderry Air London dairy heir
desert	dessert / desert
desperate	disparate
devise	device
die	dye
difference	deference

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Tricky Word	Tricky Word
dike	dyke
dine	dyne
diner	dinner / dining
dinghy	dingey / dingy
dire	dyer
disburse	disperse
disc	disk
discomfit	discomfort
discreet	discrete
disgust	discussed
divers	diverse / divers
do	due / dew
do	dough / doe / does
dollar	dolor
done	dun
donjon	dungeon
dose	does / doze
douse	dowse
Dow	Tao
droop	drupe
dual	duel
dully	duly
dying	dyeing
dyslectic	dyslexic
earn	urn
eclipse	ellipse
edition	addition
eight	ate
either	ether
elegy	eulogy
elicit	illicit
empathy	sympathy
enervate	energize
epic	epoch
ergo	ergot
erosive	erotic
err	ere
eruct	erupt
eruction	eruption
escargot	escarole / S-cargo
EScort	esCORT
essay	assay
ewe	yew / you
except	expect / accept
exercise	exorcise
expectation	expectoration
expense	expanse
EXploit	exPLOIT
extant	extent
EXtract	exTRACT
eyelet	islet
faction	fraction
factious	fractious
factitious	fictitious
fail	faille / file
fain	feign
faint	feint
fair	fare
faker	fakir

Tricky Word	Tricky Word
farrow	furrow
farther	further
fate	fete
faun	fawn
fay	fey
faze	phase / phrase
feat	feet
fellah	fellow
ferrule	ferule
ferry	fairy
fetal	fatal
feudal	futile
fiancç	fiancçe / finance
filter	philtre / philter
finis	finish / fin
fir	fur / far
fisher	fissure / Fischer
flair	flare
flammable	imflammable
flaunt	flout
flea	flee
floe	flow
flower	flour
flue	flew / flue
foal	foul / fowl
for	fore / four
forego	forgo
foreword	forward
formally	formerly
fort	forte
forth	fourth
founder	flounder
franc	frank
freeze	frieze
friar	fryer
furry	fury
fussy	fuzzy
gaff	gaffe
gage	gauge
gait	gate
gaiter	gator
gale	Gail / Gayle
gallery	galley
gallon	galleon
gamble	gambol
gang	gangue
gate	gait
gauche	gouche
gaze	gays
gel	jell
Gentile	gentle
genus	genius
ghoul	goal
gig	gigue
gild	guild
gilt	guilt
gist	jest
glacier	glazier
glutenous	glutinous

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Tricky Word	Tricky Word
gnat	Nat
gnaw	naw
gneiss	nice
gnu	knew / new
gopher	golfer / go for
gorilla	guerrilla
gradation	graduation
grade	grayed / greyed
granite	for granted
grate	great
graze	grays / greys
grill	grille
grisly	gristly / grizzly
groan	grown
guarantee	guaranty
guessed	guest
guise	guys
gyve	jive
hail	hale
hair	hare
hairy	harry / Harry
hall	haul
halve	have
handsome	hansom
harass	Harris
Harold	herald
harrier	hairier
hart	heart
hay	hey
hays	heys / haze
heal	heel / he'll
hear	here
heath	hearth
hector	Hector
heed	he'd
herd	heard
heroin	heroine / heron
hertz	hurts
hew	hue / Hugh
hi	high / hie
him	hymn
hire	higher
hirsute	her suit
ho	hoe / whore
hoar	whore / hore
hoard	horde / whored
hoarse	horse / house
hoe	ho / whore
hole	whole
holy	wholly / holely
hoop	whoop
hopped	hoped
hopping	hoping
hose	hoes
hostel	hostile
hour	our / are
human	humane
hurdle	hurtle
hussy	husky

Tricky Word	Tricky Word
hypercritical	hypocritical
icy	I see
idol	idyll / idle
ileum	ilium
illusion	allusion / elusion
immanent	imminent
immigrant	emigrant
immigration	emigration
imminent	eminent
immoral	immortal / amoral
IMpact	imPACT
impassable	impassible
imperial	imperious/impervious
impetus	impetuous
impotence	importance/impudence
imprudent	impudent
in	inn
inane	insane
incest	insect
incidents	incidence
incite	insight
incredible	incredulous
increment	excrement
indict	indite
indiscreet	indiscrete
inequity	iniquity
ingenious	ingenuous
insure	assure
intense	in tents
internal	eternal / external
interstate	intestate / intrastate
INtimate	intimATE
INvalid	inVALid
inverse	in verse
inversion	inn version
invidious	insidious
irrigation	irritation
irrupt	erupt / eruct
isle	aisle / I'll
its	it's
jail	gaol
jailer	gaoler / jailor
jalousie	jealousy
jam	jamb
jibe	gibe
judicial	judicious
jurist	juror / jury
kelvin	Calvin
key	cay / quay / qui
kill	kiln
kilt	killed
kith	kiss
knave	nave
knight	night / "nite"
knit	nit
knot	not
knows	noes / nose
kohl	coal / Cole
lac	lack

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Tricky Word	Tricky Word
know	no
ladies	laddies
lady	laddy
lam	lamb
lama	llama
lame	lamé ("lah MAY")
lane	lain
laps	lapse
largest	largess
lay	lei
lazar	laser
lea	lee / Lee
leach	leech
lead	led / lied
leaf	lief
leak	leek
lean	lien
lessen	lesson / lesion
lesser	lessor
levee	levy
liable	libel
liar	lyre
lichen	liken
lie	lye
limb	limn
linage	lineage
links	lynx
literal	littoral
lo	low
load	lode
loan	lone
loch	lough / lock
longue	lounge
loop	loupe
loot	lute
lose	Lou's / loose
mackinaw	Mackinac Island
mackintosh	McIntosh
madding	maddening
magnate	magnet
magnificent	munificent
maid	made
mail	male
main	mane
maize	maze / May's
mall	maul
mandatary	mandatory
manikin	mannequin
manna	mañana
manner	manor
mantel	mantle
manure	mature
mare	mayor
marital	martial
marshal	martial
marten	martin / Martian
mass	Mass
massed	mast
masseur	masseuse

Tricky Word	Tricky Word
mask	masque
massif	massive
masticate	masturbate
mate	maté ("mah TAY")
material	materiel
maturation	masturbation/mastication
me	mi
mead	meed
mean	mien
meat	meet / mete
medal	meddle / metal
medial	medical
men's	menses
menage	menagerie
meow	miaow / miaou
mercy	merci
meson	mason / Mason
metal	mettle/meddle/medal
mewl	mule
mews	muse
mow ("moh")	mow, a hay mow
middy	midi
might	mite / mate (in Australian)
mil	mill
miler	miller
millenary	millinery
mimesis	nemesis
mined	mind
miner	minor
minuet	minute / minute ("my NOOT")
minx	minks
miss	Ms. / Mrs. Miss
missal	missile
missed	mist
misses	Mrs.
mister	Mr. / missed her
miter	mitre
moa	more
moan	mown
moat	mote
modal	model
mode	mowed
Monsieur	Monsignor/Messieurs
moor	Moor / Moore
morel	moral
mores	more rays
morn	mourn
morning	mourning
mot	mote
motif	motive
mousse	moose / mouse
mouton	mutton
muscle	mussel / muzzle
naivete	nativity
naught	nought
naughty	haughty
naval	navel

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Tricky Word	Tricky Word
mussed	must
mustard	mustered
nay	nee / neigh
neither	nether
nettle	net'll
nicks	nix
niece	Nice
noes	nose / knows
none	nun
nonsked	nonskid
nosey	noisy / nosy
nouveau riche	nouveaux riches
numerous	humorous
oar	o'er / or / ore
obJECT	OBject
obsess	abscess
obtrude	intrude
ode	owed
offal	awful
official	officious
ogle	ogre
oh	owe
one	won
oracle	auricle
ordinance	ordnance
oriel	oriole
orient	Orient
oscillate	osculate
oscillation	osculation
ought	aught
overdo	overdue
overdoes	overdose
overseas	oversees
paced	paste
pact	packed
paean	peon
pail	pale
pain	pane
pair	pare / pear
palate	palette / pallet
pall	pawl
palpate	palpitate
paltry	poultry
pan	Pan
panty	pantry
paper	papier-machè
paradox	pair of docks / pair o' docs
parameter	perimeter
parcel	partial / particle
parish	perish
passable	passible
passed	past
pasty	pastry / pasty (pie)
patients	patience
patron	patroon
peace	piece
peak	peek / pique
peal	peel

Tricky Word	Tricky Word
pate	patè ("pah TAY") / patty
pearl	purl
pedal	petal / peddle
peer	pier
peewee	pewee
pekoe	piquot
pen	pin
pendant	pendent
perquisite	prerequisite
persecute	prosecute
persecution	prosecution
personal	personnel
personality	personalty
perspective	prospective
petit	petty / petite
petrel	petrol
phase	faze / phrase
pheasant	peasant / pleasant
phonetics	phonemics / phonics
physic	physique / psychic
pi	pie
pica	pika
pidgin	pigeon
pinyon	pinon / pinion
place	plaice
plain	plane
plait	plate / plat
plantar	planter
pleural	plural
plow	plough
plum	plumb
pole	poll / Pole
policlinic	polyclinic
polish	Polish
politic	politick
polity	policy
populace	populous
popular	poplar
pore	pour / poor
porpoise	purpose
portend	portent
poser	poseur
posterior	posterity
pox	pocks / pax
praise	prays / preys
pray	prey
precede	proceed
precedent	president
precession	procession
precipitate	precipitous
PREmier	preMIER / premiere
prescribe	proscribe
prescription	proscription
pretest	pretext
preview	prevue
pride	pried
prier	pryer / prior
pries	prize

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Tricky Word	Tricky Word
presentiment	presentment
presents	presence
principal	principle
prodigal	prodigious/prodigy
profit	prophet
proJECT	PROject
prophecy	prophesy
propose	purpose
pros	prose
prostate	prostrate
psi	sigh / Cy
pubic	public
publican	republican/Republican
pudding	putting
pundit	punned it
pupal	pupil
pussy (cat)	pussy (a lot of puss)
put	putt / putting
pyx	pix / picks
quality	quantity
quarts	quartz
quit	quiet / quite
rabbet	rabbit
rack	wrack
racket	racquet
rain	reign / rein
raise	rays / raze
raisin	raison d'etre / reason
rap	wrap
rape	rape ("rah peh")
raped	rapped
raping	rapping
rapt	rapped / wrapped
ray	re
rays	raise / raze
razor	raiser
ravel	unravel
re-sent	resent
re-sign	resign
read	reed / Reid
read	red
real	reel
reality	realty
reBEL	REBel
RECord	reCORD
Redding, CA	Reading, England
reek	wreak
reFUSE	REFuse
registrar	register
renaissance	renascence
repassed	repast
repertoire	repertory
residents	residence
resume	resumé
retch	wretch
review	revue
rheum	room
rheumy	roomy
rho	row / roe

Tricky Word	Tricky Word
resister	resistor
respectfully	respectively
rest	wrest
rhyme	rime
ricochet	Rick O'Shay
riffle	rifle
rigger	rigor
right	rite / write
ring	wring
road	rode / rowed
robed	robbed
robing	robbing
roil	royal
romaine	roman / Roman / roamin'
romance	Romance
romantic	Romantic
rood	rude / rued
roomer	rumor
root	route
rose	rosé
Rosh Hashana	Rosh Hashanah / Rosh Hashonah
rote	wrote
rough	ruff
ruin	rune
rye	wry
sac	sack
sachet	sashay
sail	sale
sake	sake ("SAH kay")
salaam	salami / shalom
Sally	sally
salon	saloon
salvage	savage
salve	slave / solve
sanatorium	sanitarium
sane	seine
savant	servant
savor	savior / saviour / savoir-faire
scabs	scabies
scalled	scald
scarabaeus	scarab
scared	scarred
scaring	scarring
scene	seen
scent	cent / sent
schilling	shilling
scrabble	Scrabble
scraped	scrapped
scraper	scrapper
scraping	scrapping
seam	seem
seaman	semen
sear	seer / sere
seas	sees / seize
secret	secrete
sects	sex

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Tricky Word	Tricky Word
scrip	script
scull	skull
sea	see / si / C
seed	cede
sense	cents / scents
serf	surf
sew	so / (sol) / sow
shanty	chanty
shear	sheer
shoe	shoo
sick	sic
sighed	side
sign	sine
sing	singe
singing	singeing
Sioux	Sue / Sault
slay	sleigh
sleight	slight
slew	slue / slough
sloe	slow
sluff	slough / slough ("sloo")
soar	sore
soave	suave
sol	soul / sole
solder	soldier / solid
solo	so low
some	sum
son	sun
sonny	sunny
sooth	soothe
sow ("soh")	sow (female pig)
sow ("soh")	sew / so / sol
sox	socks
spade	spayed
specie	species
spitting	spiting
spoor	spore
staid	stayed
stair	stare
stake	steak
stanch	staunch
stationary	stationery
steel	steal / Steele
step	steppe
stile	style
stoop	stoup
straight	strait
straighten	straiten
striper	stripper
sturgeon	surgeon
subpoena	subpena
succor	sucker
sumptuary	sumptuous
superstitions	superstitious
surge	serge
surplice	surplus
sward	sword / soared
sweet	sweat / suite
suede	swayed
suit	suite / sweet
sumac	sumach
syntax	.n tax
tableau	tableaux / tableaus
taboo	tabu
tacet	tacit
tacks	tax
tail	tale
talesman	talisman
taper	tapir
tare	tear / tear
taro	tarot
taupe	tope
taut	taught
tea	tee / ti
team	teem
teas	tease / tees
tennis	tenace
tepee	teepee
tern	turn
the	thee
their	they're / there
thistle dew	this'll do
though	through / thorough
threw	through
throe	throw
throne	thrown
thyme	time
tide	tied
tier	tear / tear
timber	timbre
to	too / two
toad	towed / toed
tocsin	toxin
toe	tow
toffee	toffy
toil	toile
toilet	toilette
ton	tun
tool	tulle
tortuous	torturous
touch	touché
tough	tuff
tracked	tract
tray	trey
tri	try
troop	troope
trooper	trouper
trough	through
trumpet	strumpet
trusty	trustee
tutor	Tudor
tux	tucks
tyke	tike
undue	undo
unravel	ravel
use ("YOO-ss")	use ("YOO-zz")
used to ("yoozd")	used to ("YOO stuh")

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Tricky Word	Tricky Word
valance	valence
vane	vein / vain
vary	very
veil	vale
vellum	velum
venal	venial
veracious	voracious
verses	versus / vs.
vial	vile / viol
vice	vise
villain	villein
virtu	virtue
viscous	viscus
vitals	victuals / "vittles"
vizard	wizard
vocation	vacation / avocation
voyager	voyeur
wade	weighed
wail	whale / wale
wain	wane / Wayne
waist	waste
wait	weight
waive	wave
waiver	waver
want	wont / won't
ware	wear / where
way	whey / weigh
we	wee / oui
weak	week
weakly	weekly
weal	we'll / wheel / wheal
wean	ween
weather	wether / whether
weave	we've
weed	we'd
weft	left
weir	weird / we're
Welch	welsh / Welsh
were	we're / weir
wet	whet
which	witch
while	wile
whine	wine
whirled	world
whit	wit
whither	wither
wholly	holy / holly
whose	who's
wind, the	wind up
winner	winter
winsome	win some
woman	women
wouldn't	wooden
wonted	wanted
wood	would
worst	wurst
wreath	wreathe
yawl	you all
yoke	yolk

Tricky Word	Tricky Word
your	you're
Yule	you'll / Ewell / Yul

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Suggested Order of Diagnosis & Remediation of Type #5 Words, The "Scrunched UP."

Wudja beleev dat de title uv en ardikul inna reel skolurly jurnle wuz:

"You all gonna hafta listen"

en dis was ritten by a reel eddycated laidy frum Hahvurd Yoonuverscity.

Being able to read words that have been deliberately misspelled by writers is something that we good readers take "for granite." What we good readers in the field of education tend to forget is that not all people are as bright as we are. Not everybody learns to pronounce misspelled words correctly, especially if they haven't been taught basic phonics.

The question is: Do writers deliberately misspell words often enough to warrant the teaching of the most common misspellings.

AVKO answer: Yes. Newspapers (especially comic strips) are filled with what might be termed dialect renditions. Because there are only about two hundred twenty (shades of Dolch) common deliberate misspellings, and because these shouldn't be taught at least until the students in question have mastered the first four types sufficiently to handle this phenomenon of language, we don't believe a strict level by level remediation is necessary. Just a quick testing.

We suggest that the testing be conducted something like the following hypothetical teacher explanation:

Your attention please. For the next few days I am going to be giving you some fast diagnostic tests over a type of spelling that has never been taught to you. That is, how to deliberately misspell to achieve a literary effect. I will not grade these tests. They are only to help me find which of these "misspellings" I need to teach you. Now, what I want you to do is to do is take out a sheet of paper and fold it lengthwise so you have two nice long columns. At the top of column one I want you to write: "Incorrect spellings writers sometimes use to achieve an effect." At the top of the second column I want you to write: Correct spellings in formal usage.

The first few will be entire short sentences:
(See following page)

INCORRECT Spellings WRITERS sometimes use to achieve an effect.	CORRECT spellings in FORMAL usage
Whatcha gonna do?	What are you going to do?
Yeah, sez hoo?	Yes, says who?
Wur gonna hafta go.	We're going to have to go.
Yor sposta no dat.	You're supposed to know that.
Thair kinda nice.	They're kind of nice.

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This brief test will let you know the extent of the problem your students have. Every school and every grade tends to be different. AVKO believes that the teachers themselves are in the best position to find out what students need to learn and then to teach them.

You may decide to make the unit a month long but only ten minutes per session with only two sessions per week with a great deal of student participation especially in the "finding" of the "SCRUNCHED UP" words in advertising, headlines, magazine articles, etc. AVKO believes that all students should be able to see the humor in the situation where someone says to another, "You aint gots no smarts."

The following lists of words were culled from newspapers, magazines and books. AVKO would appreciate teachers sending in additions to our list. By the way, only the right hand, the proper spellings, are in alphabetical order.

Notes to Teachers: Tsk tsk is NOT pronounced tisk tisk. There is no vowel in that word because it has NO vowel sound. The proper sound of this word is made by placing the tongue tight against the back of the front teeth and then quickly releasing the pressure and rapidly repeating four or five times. The sound closely resembles a ticking/hissing sound and it shows disapproval. Another example of a word that has no vowel sound is "pssst" which sounds like air coming out of a tire. It is used to get somebody's attention without shouting.

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For Effect	Correct
'bout	about
a-quainted	acquainted
actin'	acting
aftah	after
agin	again
a-a-h-h-h-h-h	ah
ahhhhhh	ah
Ahhhhhs,	Land of Ahs (Pun on Oz)
All-Righta	all right
A-men	amen
'n	and
'nother	another
enythang	anything
air	are
ain't	are not (is not or am not)
argy	argue
az	as
ax	ask
et	ate
tenshun	attention
Bak'd	baked
'cause	because
becuz	because
cauz	because
cuz	because
becum	become
bin	been
bein'	being
betcha	bet your or bet you
bettah	better
'tween	between
bilin'	boiling
borin'	boring
borry	borrow
bothah	bother
buttah	butter
callin'	calling
ken	can
kin	can
cain't	cannot
can't	cannot
catchin'	catching
@*#@!!	censored "cuss" words
chile	child
chawklit	chocolate
kwarr	choir
scar	cigar
clevah	clever

For Effect	Correct
colahful	colorful
cum	come
commun	common
conversayshuns	conversations
cud	could
cudda	could have
could of	could have
cuddina	couldn't have
couldn't of	couldn't have
coupla	couple of
courtin'	courting
crackah	cracker
cucumbah	cucumber
curduled	curdled
dammit	damn it
derned	damned
daid	dead
describin'	describing
dint	didn't
didja	did you
didjuh	did you
Jeet jet?	Did you eat yet?
discovah	discover
discipshun	discription
dawg	dog
don'	don't
dwink	drink
drap	drop
dwop	drop
aig	egg
'nough	enough
enuff	enough
nuff	enough
'special	especial
evenchuly	eventually
evah	ever
everwhair	everywhere
feller	fellow
far	fire
fiah	fire
flowah	flower
fer &a+900H	for
fur	forefathers
forefathahs	foreigner
fahunah	foreigners
furriners	four
foah	four
foe	fox-fire
folks-fire	fresh
frrresh	from
frum	

For Effect	Correct
funtawear	fun to wear
galavantin'	galavanting
git	get
getta	get a
gimme	give me
gonna	going to
gud	good
G'night	Good night
Goo-by	good-bye
gotta	got to
gotcha	got you
grayut	great
grinnin'	grinning
'appy	happy
'arry	Harry
'ave	have
hev	have
haffter	have to
hafta	have to
havta	have to
'e	he
he'd	he would
headin'	heading
heah	hear
heered	heard
heavan	heaven
'elen	Helen
'elps	helps
heah	here
'im	him
'is	his
hiz	his
hizzen	his
hawg	hog
holt	hold
holt	hold
hoss	horse
hongry	hungry
hesh	hush
Ah	I
ah'm	I am
I'm	I am
I've	I have
I'll	I shall, I will
Insta's	Insta is
instunce	instance
inteligunce	intelligence
interestin'	interesting
inter	into
iz	is
isn't	is not
izzint	isn't
haint	isn't (aren't)
hit's	it is
it's	it is
itchin	itching
ivory	ivy
jelosy	jealousy
jedge	judge
jist	just
jest	just
jus'	just
kiddygarden	kindergarten
las'	last
lawin'	lawn
leanin'	leaning
lairn	learn
larnin'	learning
leathah	leather
laigs	legs
lead	lid
limbah	limber
likkah	liquor
listenah	listener
listenin'	listening
Li'l	little
lil	little
livin'	living
lookin'	looking
lawd	lord
lotta	lot of
lotsa	lots of
menny	many
minny	many
moah	more
mow	more
Motaste	more taste
mothah	mother
muthuh	mother
mudder	mother
mah	my
m-m-m-mushrooms	My, those mushrooms are good!
natchahly	naturally
natchurly	naturally
nervus	nervous
nervuss	nervous
nevah	never
nex	next
nicah	nicer
No, Jew?	No, did you?
nawth	north
nawthern	northern

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For Effect	Correct
nawtherner	northerner
a	of
o'	of
uv	of
a'course	of course
ol'	old
ole	old
wunce	once
wunst	once
'possom	opossum
possum	opossum
'r	or
oughta	ought to
oughter	ought to
ar	our
owah	our
outen	out of
outta	out of
ovah	over
al	owl
pickin	picking
playin	playing
pwease	please
plezshur	pleasure
pizen	poison
positivly	positively
potlikker	potliquor
prayah	prayer
pritty	pretty
prutty	pretty
prevaricatah	prevaricator
Psst	Psst (See Note on p. 57
quair	queer
quickah	quicker
rarin'	raring
rathah	rather
retch	reached
remembah	remember
rat	right
rot	right
rat cher	right here
rat nowah	right now
risin'	rising
roostah	rooster
sallet	salad
seein'	seeing
sellin'	selling
she's	she is
shoulda	should have
shudda	should have
hadn't orter	should not

For Effect	Correct
shuddint	shouldn't
shudinna	shouldn't have
shet	shut
shaddup	shut up
sinnah	sinner
sir-e-e	sir
suh	sir
smokin'	smoking
sobah	sober
sump'n	something
sumpin'	something
Sowth	South
Suthern	Southern
squar'	square
stayuts	states
sech	such
sposta	supposed to
shore	sure
sho'-nuff	sure enough
suspishus	suspicious
tawk	talk
sank ju	thank you
thankee	thank you
thet	that
tha's	that is
thass	that is
that's	that is
that'll	that will, that shall
ick	that's bad
yecch	that's bad
mmmm	that's good
ooh la la	that's good
oooh	that's good
thair	their
thar	their or there
'em	them
thar's	there is
thez	these
thay	they
dare gawnuh	they're going to
thayr gonna	they're going to
thangs	things
thru	through
thundah	thunder
t'	to
t'be	to be
t'day	today
tetchy	touchy
touristers	tourists

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For Effect	Correct
tsk tsk	tsk tsk See Note p. 57
twict	twice
undahstandin'	understanding
uppen attem	up and at them
usin'	using
usta	used to
uttahly	utterly
berry mush	very much
wanna	want to
wah	war
warmin'	warming
wuz	was
washin'	washing
watah	water
we're	we are
whut	what
what're	what are
whatcha	what are you
whatchamacallit	what do you call it
whaddya say say	what do you
what's	what is
wattzit	what is it
huh?	What was that you said?
whatchua	what you are
Wassamattayou	What's the matter with you?
whin	when
whair	where
Where'd	Where did
wimzees	whimseys
who's	who is
whodunnit	who did it
Why'd	why did
why'd ja	why did you
Whyizzit	Why is it?
wid	with
widout	without
wurd	word
wud	would
druther	would rather
ya	you
yew	you
youse	you
yuh	you
yew	you
yawl	you all
yore	you are
you've	you have
y'know	You know
yaoh	your
yer	your
yo	your
yoah	your
yumm	yumm (Oh, that's good)
yoh	your
yor gawnuh	you're going to
yor pritty good yerseff	You're pretty good yourself

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Survey Tests for Types #1, #2, #3, #4, & #5 The "SIMPLE," the "FANCY," the "INSANE," the "TRICKY" and the "SCRUNCHED UP"

ORIGIN & THEORY BEHIND THE TESTS

Since 1969 Don McCabe has been actively involved in the remediation of reading problems of adolescents and adults. As part of his professional duties, he has had to administer standardized reading tests to illiterates. He has had to watch them suffer the embarrassment and humiliation of having their ignorance exposed for the duration of the tests. After the standardized tests were administered, he felt that he knew no more about the student than he did before except that he now had a number such as 1.7 or 2.3 to insert in the appropriate blank on a reporting form.

— *R. J. Rayl*

SPECIAL NOTE:

In April 1981 the Delegates Assembly in the International Reading Association passed the following resolution: "RESOLVED, that the International Reading Association strongly advocates that those who administer standardized reading tests abandon the practice of using grade equivalents to report performance of either individuals or groups of test-takers and be it further RESOLVED, that the president or executive director of the Association write to test publishers urging them to eliminate grade equivalents from their tests."

— *The Reading Teacher*

If a reading remediation specialist is to follow the ethical standards regarding testing, i.e., to protect "...participants from...mental discomfort ... and take all possible measures to minimize distress" (*APA Monitor* 8, No. 3 [1977]:22-23), and still be able to justify placement into programs via accepted standardized tests, a new test must be devised and validated as no such test exists today.

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DIRECTIONS FOR ADMINISTERING THE TESTS

Tell the student you are going to give him a "QUICK AND PAINLESS" Test to see where you should begin helping him.

Open the booklet to page 6 and ask the student if he can read any the words. If he can't, then the test is over. No point in continuing. He can't read. We recommend that you start teaching him the most basic word families and phonic patterns that can be found in AVKO's *Suggested Order for Diagnosis and Remediation of Type #1 Words* (AVKO Great Idea Series #614) — or in *THE BASIC PATTERNS OF ENGLISH SPELLING*.

If he can read the words *scrambled* and *admitted* but not the word *accomplished*, you should start him at Level B, one level below the last word he correctly read (or spelled if you're using these tests for spelling remediation).

Only if a student gets at least 4 of the words on Test #1 correct should you give the test on Type #2 Words. The same directions apply. If he can't read any of the words, we start with level A as found in AVKO's *Suggested Order for Diagnosis and Remediation of Type #2 Words* (AVKO Great Idea Series #615) — or in *THE BASIC PATTERNS OF ENGLISH SPELLING*. Otherwise, you start one level below the last word correctly read — or spelled.

Test #3 is given in the same fashion as #1 and #2. Always start one level below the last word correctly read or spelled.

We recommend that Tests #4 & #5 not be given in grade school or middle school remediation. We believe they are best suited to be given as part of a higher level remedial situation such as often occurs at the college level.

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TYPE #1 WORDS

These words contain normal everyday phonic patterns. If a student can read five or more of these words, the chances are the student applies the phonic rules whether he knows them formally or not. In which case, the chances are the student may not profit from further instruction in the simple phonic patterns that are generally taught in basal or remedial series. On the other hand, if he can't read any or just a few of the words, he probably could profit from training in these basic phonic patterns provided the materials and techniques used are new to him. In which case we strongly suggest such materials as *Sequential Spelling I* as well as the many ideas to be found in *The Basic Patterns of English Spelling.*

WORD	Level	Notations
scrambled	A	_____
admitted	B	_____
accomplished	C	_____
misleading	D	_____
diseases	E	_____
humanity	F	_____

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TYPE #2 WORDS

These words can be called "FANCY" words because they follow "fancy" patterns that generally are NOT taught in school books. A rather significant number of students learn to read "FANCY" phonic patterns on their own. These students tend to come from families of high socio-economic status and have had exposure to foreign languages. However, an equally significant number of students who have learned the basic phonics that is taught in their schools do NOT learn the "FANCY" phonic patterns on their own. We recommend that if a student scores perfectly (or almost perfectly on Test #1) but misses all or most of the words in Test #2, you praise the student for having learned that which he was taught and excuse him for not having learned that which he was never taught.

WORD	Level	Notations
initialed	A	_____
emphatic	B	_____
fatigue	C	_____
decoupage	D	_____
attache case	E	_____
entrepreneur	F	_____

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TYPE # 3 WORDS

These words are those words that do not follow any normal or "fancy" rules of phonics. In early elementary schools, teachers often refer to them as "outlaws." Only the most common of these "outlaws" or "insane" words are systematically taught in the early grades. The bulk of these words occur infrequently in children's literature and even less frequently in regular school textbooks. Consequently, they are not systematically taught. As with the "FANCY" patterns, there are a significant number of students who learn these words on their own without having been taught them. Likewise, there are a significant number who do NOT learn these words without having been taught. (Ed. Note: I was in college before I could read Jose and cache and hors d'oeuvres. The last two, [victuals and gaoler] I knew the meanings from context but didn't realize that the words really were pronounced "vittles" and "jailer" until I was told!) Prediction: Many students will misread thorough as "through" and salve as "slave" or "solve."

WORD	Level	Notations
shouldn't	A	_____
beautifully	B	_____
thorough	C	_____
ancient	D	_____
usual	E	_____
aisle	F	_____
salve	G	_____
cache	H	_____
hors d'oeuvres	I	_____
victuals	K	_____
gaoler	L	_____

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TYPE #4 WORDS

We strongly suggest that this test NOT be given in a remedial situation below that of college. As only a relatively few of these words are normally taught systematically in any school curriculum, we predict that only those who learn well what isn't taught (those who have perfect scores on Test #2 and score at least seven correct on test #3) will do well on this test. Would you believe that we have isolated well over 1,000 pairs (and larger word groupings!) that are "TRICKY!"

Read the sentences and have the students spell the words that are underlined.

"TRICKY" Word Grouping	Level	Sentence to be used.
knew/new/gnu	A	We knew that the news had to be bad.
root/route/rout	B	What's the best route to use to get there?
desert/desert/dessert	C	That house looks like it's been deserted.
aisle/isle/I'll	D	The soup is located on the next aisle.
preys/prays/praise	E	The wolf often preys on small animals.
intents/intense	F	This test is over, for all intents and purposes.
spayed/spade	G	We took our dog to the vet to have her spayed.
cache/cash	H	The detective found a cache of stolen items.

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TYPE #5 WORDS

These are those words that writers often deliberately "misspell" so as to convey "flavor and color" to their writing. As with the TYPE #4 Words we strongly advise that this test NOT be given in a remedial situation below that of college. As only a relatively few of these "words" are systematically taught in any school curriculum, we predict that only those who learn easily words which they haven't been taught will do well on this test.

TYPE #5 WORDS are to be dictated in normal sloppy speech as indicated by these spellings which were taken from books, magazines, and newspapers.	**Correct Literate Spellings** **Students are expected to spell them the correct or literate way.**
"Yuh wanna bet?"	Do you want to bet?
"C'mon. Yor gonna luv yor prezint."	Come on. You're going to love your present.
"Yuh shuda bin thair!"	You should have been there.
"Ya shoodina sed dat."	You shouldn't have said that.
"Y'all cum again."	You all come again.
"Sit daoun rat cheer."	Sit down right here.
"An ordah iz whutcha giv tuh uh waitriss."	An order is what you give to a waitress.
"Fokes round cheer aw wuz weah ovahhawls."	Folks around here always wear overalls.

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PRELIMINARY FINDINGS

Because we expect it to take two or three more years to complete our study and to completely validate these tests (and similar tests), we are presenting the findings as tentative and not conclusive.

1. A raw score of 0 or 1 on Test #1 indicates that the student is reading below 5.0 and would be found qualified for special help by other testing devices.

2. A raw score of 0 or 1 on Test #2 indicates that the student is reading below 7.8.

3. Scores of 5 & 6 (Perfect) on Test #1 and scores of 0 & 1 on Test #2 are common among students reading from 4.0 to 6.0.

   - Our preliminary conclusion is that for these students to progress in reading they must be systematically taught the Type #2 Words.

   - Our preliminary findings also indicate that students taught these phonic patterns do indeed increase their reading ability rapidly up to the point that their vocabularies and experience can bring them.

4. Scores of 0 or 1 on Test #3 indicate the student is reading below 5.0.

5. Combined scores on Tests #1, #2, & #3 of 21 or more will correlate highly with other tests that predict the ability to do college work.

If you would like to take part in the validation process of this instrument, contact: Don McCabe, Box 83, Birch Run, Mich. 48415.

RESEARCH HYPOTHESES:

1. There will be at least a .90 correlation between a raw score of 0 (ZERO) on Test #1 and grade-equivalent scores of less than 5.0 as obtained from previously administered standardized tests rated acceptable under the provisions of P.L. 94-142.

2. The tested abilities or inabilities to read the specific reading level exemplars (the words on Test #1) will be sufficiently criterion based so as to form a developmental/remedial model for reading instruction.

3. There will be at least a .90 correlation between a raw score of 0 (ZERO) on Test #2 and grade-equivalent scores of less than 9.0 as obtained from previously administered standardized tests rated as acceptable under the provisions of P.L. 94-142.

4. The tested abilities or inabilities to read the specific reading level exemplars (the words on Test #2) will be sufficiently criterion based so as to form a developmental/remedial model for reading instruction.

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5. There will be at least a .90 correlation between a raw score of 0 (ZERO) on Test #3 and grade-equivalent scores of less than 5.0 as obtained from previously administered standardized tests rated as acceptable under the provisions of P.L. 94-142.

6. There will be at least a .90 correlation between a raw score of 10 or more and grade-equivalent scores of more than 10.0 as obtained from previously administered standardized tests rated as acceptable under the provisions of P.L. 94-142.

7. The tested abilities or inabilities to read the specific reading level exemplars (the words on Test #3) will be sufficiently criterion based so as to form a developmental/remedial model for reading instruction.

8. There will be at least a .875 correlation between the total rank scores of the first three tests and the grade-equivalents as obtained from previously administered standardized tests rated as acceptable under the provisions of P.L. 94-142.

9. There will be a total raw score of the three subtests (on Type #1, #2, and #3 reading level exemplars) that will indicate with 99.5% accuracy (a significance level of <.005) that the adolescent would receive grade-equivalent scores of AT LEAST FOUR GRADES BELOW THE LEVEL AT WHICH HIS/HER AGE WOULD PLACE HIM if given any standardized test rated as acceptable under the provisions of P.L. 94-142 for determining eligibility for special help.

10. The total raw scores will accurately identify students at either end of the normal distribution curve.

RESEARCH DESIGN

SAMPLE SELECTION: To find a large subset of the general population that will contain an abnormally high number of adolescents with severe reading problems and who also have recent standardized reading test scores readily available and whose need for a screening device such as herein proposed facilitates approval by appropriate authorities, about 500 adolescents who are incarcerated in detention centers will be tested.

For comparison purposes the test will be given to approximately 500 randomly selected adolescents currently attending public schools.

DATA SELECTION PROCEDURES: The administrators of the test will not know the reading levels of the test-takers. After the test is given and the data is recorded, the data from previously taken tests will be entered. Student identities will be protected Other data collected will be age, race, sex, type of schools attended (rural/urban)

DATA ANALYSIS PROCEDURES: The analysis will be done under the direction of Research Director, AVKO Educational Research Foundation.

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DEFINITION OF TERMS

"READING LEVEL LANGUAGE EXEMPLARS" is a term coined to represent those words that are so representative of the grouping of words to which it belongs, that an adolescent who can read that word can read almost every word within its grouping. Conversely, if a student cannot read a particular "reading level language exemplar" then he probably is unable to read a very great many words within its grouping.

TYPE #1 Words is a construct for those words that consist almost entirely of phoneme/grapheme patterns that are presented in most basal reading series and in which the following letter patterns have the following pronunciations: b = /b/, c = /k/ or /s/, d = /d/, f = /f/, g = /g/ or /j/, h = /h/, j = /j/, k = /k/, l = /l/, m = /m/, n = /n/, p = /p/, r = /r/, s = /s/, t = /t/, v = /v/, w = /w/, x = /ks/, y = /y/, z = /z/, ch = /ch/ sh =/sh/, th = /th/ or /TH/, ph = /f/, qu = /kw/, wh= /hw/ or /h/. Long A is ai, aCe, ay, ei, and ea. Long E is e, ee, ea, ie, and eCe. Long I is i, ie, y, and iCe. Long O is o, ow, oe, oa, and o-e. Long OO (as an moo) or Long U (as in few) are oo, ue, ew, and uCe. The /OW/ diphthong is ou and ow. The /AW/ dipthong is aw and au. The /OY/ diphthong is oy and oi. The /oo/ sound as in foot is oo and u. The Short A is a or ea. The Short E is e or ea. The Short I is i or y. The Short O is o. The Short U is u. The -r controlled vowels are: ar, are, er, ere, ir, ire, or, ore, ur, ure, ear, and our.

Note: We consider Ph to be both a Type #1 & Type 2 pattern because it occurs so commonly with other Type #2 patterns such as "ci = /sh/", "an = /un/", and "y = Short I" -- all of which occur with the "ph = /f/" in the word *physician*.

Also Note: The typical basal reader definition of a long vowel saying its name works in the case of A, E, I, and O. However, the "Long U" really has two sounds, the consonant sound /y/ plus the real long vowel sound /oo/ as in "moo."

Type #1 words usually have a base of just one syllable. For example, the words *shipping*, *shipment*, and *shipper* have a one syllable base: *ship*. Type #2 words generally have a base of two or more syllables. For example: *precious initial* and *physician*.

Type #2 Words is a construct for those letter/sound patterns that rarely, if ever, are systematically taught in any basal reading series but are learned by good readers generally without any formal instruction. We hypothesize that "poor" or" average" readers need systematic instruction in at least some of these patterns in order to become independent adult readers. It is further hypothesized that all these patterns do not need to be systematically taught, and that there are many different logical sequences that can be followed that will permit students to instantiate the schemata for these phonic patterns in their regular reading. For a complete listing of the patterns of Type #2 (the "FANCY"), see pp 24-31. For a complete listing of phonic patterns see *AVKO's Index to the Patterns of English Spelling*.

TYPE #3 Words are those words in which there appears to be no logical explanation for how they are spelled. Elementary teachers commonly refer to these words as the "outlaws" who refuse to follow rules.

Type #4 Words are any of the following types of words:

1. Homophones such as be/bee/Bea/B/.
2. Dialect dependent homophones such as aunt/ant (Standard), park/pock (Boston).

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3. Heteronyms such as *lead* and *lead*.
4. Typography dependent heteronyms such as resume and resume.
5. Similarity of configuration words such as solder/soldier, change/charge, superstitions/superstitious, than/then, accept/except, ancient/accent/accident, expect/except

6. Accent dependent words such as RECord/reCORD.

7. Words that have two or more acceptable spellings such as Chanukah and Hanukkah

8. Words easily distinguishable in their base forms (such as hope and hop) but can cause problems in their -ed & -ing forms. Too often students have bunnies "hoping" while they're "hopping" to spell it correctly.

TIME REQUIRED FOR TESTING:

We hope the entire testing procedure will take less than three minutes per subject. But we are not asking for a stopwatch performance.

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